DOCUMENT RESUME

ED 046 375 JC 710 026

TITLE	Design for Excellence: Washington State Community College System Master Plan. Volume II, System Status and Progress.
INSTITUTION	Washington State Board for Community Coll. Education, Olympia.
PUB DATE	[70]
NOTE	49p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Community Colleges, *Junior Colleges, *Master Plans, *Program Descriptions, *School Community Relationship, *Systems Approach
IDENTIFIERS	*Washington

ABSTRACT

This second of three related volumes outlines the present status and advancements of the Washington state community college system. Currently, the number of people served by this sytem exceeds the combined total of all other public higher education institutions in the state; enrollment has doubled in the last four years, and tripled in the past seven. Most of those attending are transfer-oriented; three out of ten enroll in occupational programs. Examples of the progress toward major system goals (outlined in volume 1) follow. Nearly 90 per cent of the state's population is now within one-half hour's commuting time of a community college program. To make the opportunities offered by the colleges known to the community, innovations such as mobile counseling centers have been initiated. The year 1969 saw responsibility for adult education transferred from local school districts to the 2-year college districts. Institutional research and instructional improvement are receiving more attention in the budget, while closer relationships with the community have resulted from increased use of local expertise in the development, design, and conduct of present and future programs. Along with increasing emphasis on individually-paced instruction and continuous enrollment, a systems approach to instruction has been adopted. This approach has also been applied to the district management level through use of a planning, programming, and budgeting system. (JO)

ED 046375

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

DESIGN FOR EXCELLENCE

State Board for Community College Education
P. O. Box 1666
Olympia, Washington 98501

ED0 46375

Washington State
Community College System
Master Plan

Volume II

System Status and Progress

2

HIGHLIGHTS OF COMMUNITY COLLEGE PROGRESS . . .

I. In Making Educational Opportunities Available—Page 6

- *23 new off-site centers were opened, bringing to over 200 the number of off-campus instructional sites.*
- *Enrollment exceeded 100,000 for the first time.*

II. In Maintaining an "Open Door"—Page 10

- *Nine community colleges initiated the Minority Affairs Consortium.*
- *Community college representatives helped assure that the state's first student aid program earmarked 10 percent for vocational education students.*

III. In Offering a Comprehensive Program—Page 13

- *Vocational enrollment grew twice as fast as overall enrollment which increased 71%.*

IV. In Developing Innovative Approaches to Instruction—age 17

- *"Systems approach" was used in several community colleges.*
- *Participation in workshops to stimulate instructional improvement was widespread.*
- *Research projects helped build institutional research capability.*

V. In Reaching Beyond the Campus to Serve People—Page 22

- *Joint use of campus facilities by the college and public increased.*
- *Districts involved the public in long-range planning.*

VI. In Employing Effective Management Methods—Page 25

- *Formula-based allocation process was adopted.*
- *State data processing master plan was adopted.*

VII. In Involving System People in the Decisions and policies that Affect Them—Page 30

- *System Advisory Council was formed.*
- *Major efforts in regional cooperation were launched.*

Master Planning in the Washington Community College System

The Community College Act of 1967 charges the State Board for Community College Education with the responsibility for preparing a "comprehensive master plan for the development of community college education and training in the state." This document is the second of a three-volume Master Plan for the Community College System in the State of Washington.

Volume I traces the development of community college education in the state and provides a statement of the philosophy and the major goals of the system. These two elements reflect the spirit within which the system will operate and help establish subsequent objectives and procedures against which the effectiveness of programs and performance are to be measured.

Volume II of the Master Plan describes the current status of the community college system and summarizes its operations during the past year. This provides the point of departure for the development plans presented in Volume III. Volume II of the Master Plan will be updated each year and submitted as the annual report to the Governor.

Volume III contains six-year projections and community college district development plans for each of the districts in the state along with estimates of the financial resources required to achieve the system master plan.

Volume III will be published in conjunction with the community college capital request.

The three-volume format, along with the periodic updating mechanism, provides a process whereby the master plan can be continuously evaluated and modified to meet the rapidly changing needs of the communities and people to be served.

Status and Progress of the Community College System

System Status

A system of 22 community college districts represents a major educational enterprise. One of every 30 Washington citizens either attends or works at a community college. Last year, the community college enrollment *increase* alone was enough to provide the whole student body for one of our typical state four-year colleges.

Total enrollment—all persons served by the community college system—exceeds that of all other public higher education institutions in the state combined. Community college enrollment is growing faster than that of any other branch of education because community college service is in great demand by the citizens of Washington.

The community college provides a direct economic service to its community in providing graduates whose higher skill levels contribute directly to the economic base of the community. Often, the community college student finds a job in the immediate area and contributes as a citizen and a taxpayer to the local community. Studies based on U. S. Bureau of Statistics findings indicate that the *added* income earned as a result of attending two years of community college averages over $1,200 a year for men and over $700 a year for women. This is a rate of return on investment of over five percent and an addition to lifetime income of between $30,000 and $50,000.

This chapter provides a summary of the status of the system. The following chapters present the system status and progress in detail and provide the foundation on which the state plan rests, the base point from which to evaluate tomorrow's progress.

But Volume II is more than a mere status report. It is a stop-action instant replay of a fast-moving, fast-growing, exciting and important asset of contemporary society. This is the Washington Community College System as it enters the 1970's.

Enrollment

Approximately 100,000 people were enrolled in at least one community college course during the Fall quarter of the 1969-70 school year. They were high school graduates and high school dropouts, they were retired, they were housewives, employed people, unemployed people, Whites, Blacks, Indians, Mexican-Americans, college graduates—individuals, each unique, each seeking to improve some part of his life through education.

The most spectacular aspect of community college enrollment is growth. Enrollment doubled in the last four years, tripled in the past seven.

Programs

Thousands of people attend community colleges because they want to be cooks, doctors, nurses, draftsmen, teachers, auto mechanics, foresters, pilots, divers, carpenters, machinists, ministers, typists, salesmen, truck drivers, farmers. Others come to learn something more about a hobby, or investments, or world affairs, or upholstery, or mountain climbing, or first aid, or landscaping.

All these and hundreds of other offerings make up the comprehensive program of Washington's community colleges.

The definition of the word "comprehensive" as it is used in Washington community college law means a balanced curriculum of occupational courses, freshman and sophomore level courses transferable to a four-year institution, and courses and activities of more generalized nature designed to meet a wide range of education-related adult needs.

The Washington Community College System is striving to increase the relative share of its effort devoted to occupational training for those seeking their first jobs and for employed adults.

In the past seven years, the proportion of students enrolled in occupational programs has risen from slightly less than 14 percent to around 30 percent. Enrollment in non-credit programs has increased from .3 percent to 2.85 percent of total enrollment.

Currently, however, the majority of students still enter community colleges with the intention of transferring to a four-year college at the conclusion of a two-year program. Much progress has been made in assuring success when the transfer is accomplished. In general, the community college transfer does as well or better in the senior institution than does the person who began higher education in the four-year school.

An area of growing emphasis is adult education. Prior to 1969, community colleges were responsible for adult education in the public school districts in which they were located. At the request of a number of other school districts, evening programs were being administered by community colleges on a contractual basis. The 1969 Legislature transferred responsibility to the community college system for nearly all adult education previously administered by the public school districts.

Receiving increasing emphasis in adult education are occupational retraining and the upgrading of job skills for persons already employed.

Districts and Colleges

The Community College Act of 1967 subdivided the state into 22 community college districts and charged each district board of trustees with responsibility to make educational service available to *all* the citizens of their district.

In carrying out the obligation to extend educational opportunity throughout the state, the community college system has adopted a conservative philosophy about adding more campuses. It prefers to diffuse service efficiently and economically through districts by use of off-campus facilities—satellite campuses; centers operated in leased, borrowed or relocatable facilities; mobile instructional units; and ultimately, more sophisticated electronic and other self-instructional methods.

Plant and Equipment

Washington community college campus facilities include a condemned high school, leased public school buildings used after regular school hours, and modern attractive campuses specifically designed for community college education. Permanent campuses occupy areas ranging from five to 145 acres.

Few, if any, of these campuses, however, can be considered "complete" if one compares them with typical four-year college campuses. Classroom, laboratory and vocational facilities predominate; few have a gymna-

sium, student center, and theater, though some have one or two such facilities. Only one has a swimming pool.

Anxious to develop even stronger ties to the areas they serve, many community colleges are investigating cooperative arrangements with local governments to provide shared facilities for recreational, cultural and educational pursuits. Increasingly, the "community" is becoming the campus of the community college and through the use of off-campus facilities, "community" is coming to mean the entire college district.

Employment

The community college system employs about 1,700 full-time faculty members, 300 certificated non-teaching personnel (librarians, counselors, etc.), and 300 administrators. An additional 1,875 part-time faculty members are employed, largely in the occupational and evening programs. The classified civil service staff totals about 1,200.

Operating Budget

About 80 percent of community college operating support is appropriated by the state Legislature with the balance coming from tuition, fees and miscellaneous Federal and local income.

Under the present law, the community colleges operate with a closed-end budget appropriated largely from the state general fund. The budget is determined during the legislative session that precedes the beginning of the new biennium. It is based on projections of anticipated enrollments over the coming two years.

Paradoxically, however, the community colleges are directed by law to accept all students who come to them. With rapidly increasing enrollment and an open-door policy, it has been difficult to predict the size of the student body two years into the future. To date, system projections have been below actual enrollments. In their efforts to provide education for all who seek it, the community colleges have consistently under-supported such essential non-instructional functions as library service, maintenance, and student counseling.

Perhaps because of its relative newness and the lack of visibility that results from its diversity, the Washington community college system has not received support commensurate with that provided to the rest of higher education.

SYSTEM PROGRESS

Each of the following chapters reports on system progress as it relates to the seven general goals stated in Volume I of the Master Plan. Within each chapter, progress and status are further related to the operating objectives established in Volume I as necessary to the implementation of the general goals.

I. General Goal

The community colleges of the State of Washington will make high quality community college educational opportunities available in locations reasonably convenient to all Washington residents.

A. Objective

To provide an increasing number of community college programs within commuting distance for an increasing percentage of the state's population.

Status and Progress

Community college programs are now located within one-half hour's commuting time of nearly 90 percent of the state's population.

The twenty-two districts are providing educational services through a variety of major campuses, split or partial campuses and off-site centers. Last year alone, 23 new off-site centers were opened, bringing to over 200 the number of off-campus instructional sites.

Major sites and developments include:

- —Seventeen permanent and partially developed main campuses
- —Three temporary main campuses
- —Eight main campuses recently acquired and being developed

Community College Enrollment*

Year	Fall Headcount	Fall FTEs
1963	28,476	17,079
1964	31,181	21,485
1965	41,105	27,383
1966	50,611	31,197
1967	74,363	41,174
1968	78,686	46,310
1969	100,307	52,720

**Excludes enrollment in special Federal programs such as New Careers for which participation is totally funded by the U.S. Government.*

FIGURE 1

Community College Level of Service

1966-69—Actual
1970-75—Projected

	Level of Service (FTEs per 100 pop.)	Population	Fall FTEs	Total Students Served
1966-67	.978	3,189,800	31,197	50,600
1967-68	1.268	3,245,900	41,174	74,400
1968-69	1.389	3,335,000	46,310	78,700
1969-70	1.539	3,425,200	52,720	90,000
1970-71	1.663	3,514,800	58,450	99,400
1971-72	1.795	3,578,500	64,220	109,200
1972-73	1.921	3,642,100	69,980	119,000
1973-74	2.041	3,705,800	75,910	129,000
1974-75	2.171	3,769,400	82,540	140,300
1975-76	2.3	3,833,000	88,160	149,900

FIGURE 2

The most meaningful measure of the community college system's performance is its output—the number of students served by its educational programs. Enrollment has grown dramatically during the 1960's. From 1963 to 1968, Fall quarter Full-Time Equivalent* students increased by 171 percent and total students increased by 176 percent. Figure 1 shows the enrollment for the community college system from 1963 through 1969.

More significant than sheer enrollment growth is the comparison of enrollment growth with population growth. Level of service—the number of Full-Time Equivalent students served per 100 members of the population—provides a measure of the system's success in expanding its programs and extending its services to meet the needs of the state. The system has established a statewide goal for 1975 of 2.3 Full-Time Equivalent students to be served for each 100 state residents, with each community college district serving no less than 1.5 FTE's per 100 district residents. Figure 2 shows past and projected growth of the level of service on a statewide basis.

Community college enrollment growth in relation to that of four-year institutions is seen in Figure 3. From 1963 to 1968, community college Fall quarter FTE enrollment increased 171 percent from 17,079 to 46,310; public four-year institutions increased their enrollment 53 percent from 40,177 to 61,491 FTE's, and private four-year institutions increased 14 percent from 16,322 to 18,672 FTE's.

**Due to its large proportion of part-time students, the community college system generally reports enrollment in Full-Time Equivalents (FTE's.) To compute FTE's, all student credit hours are totalled and divided by 15. Thus an FTE is equivalent to one student taking 15 hours/quarter.*

B. Objective

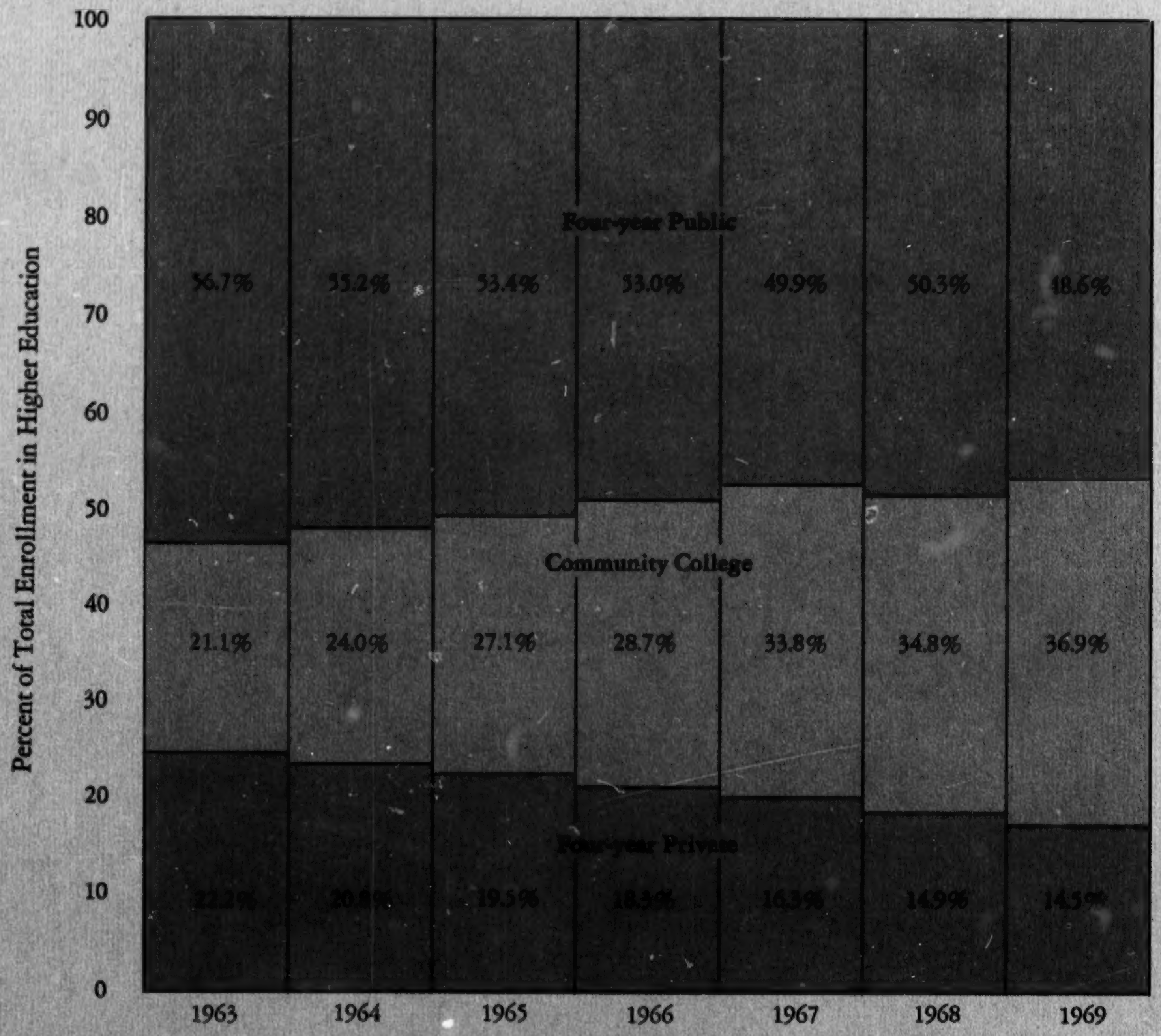
To increase off-campus opportunities by providing programs in non-campus locations and by utilizing techniques that do not require campus facilities.

Status and Progress

The community college system is working toward the goal of making education available to *all* Washington citizens who seek it regardless of where they live. Good judgment and cost rule against placing fixed facilities within convenient reach of every citizen, but exciting new ways of taking education to the people have been put into use by Washington community colleges this year while even more imaginative approaches are being planned.

HIGHER EDUCATION IN WASHINGTON

Comparative Fall Term Enrollments*



**Comparison of enrollments in categories most often used by the respective institutions: community college=full-time equivalents (15 credit hours); four-year institution=all students enrolled for one or more credits.*

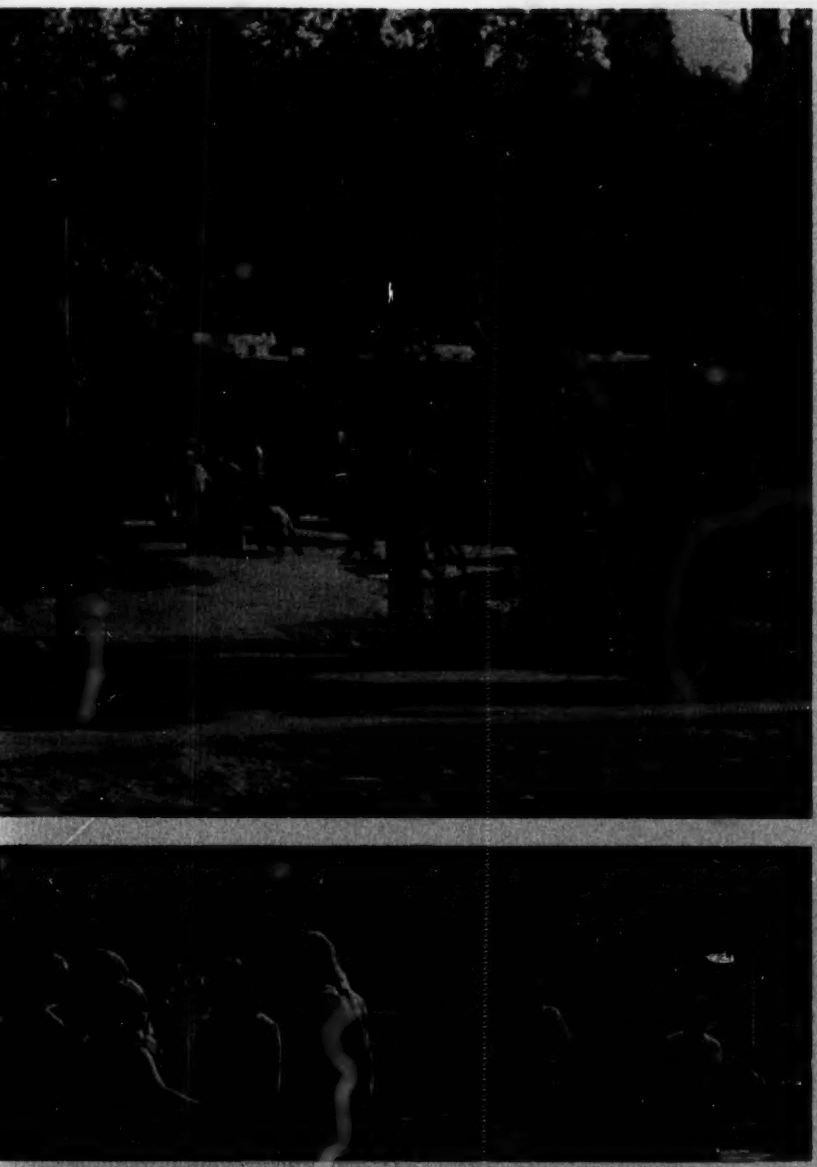
FIGURE 3

For example, the State Board, the Division of Vocational Education and Highline College operated a mobile classroom combined with a mobile child care service. Short courses in job training and other educational opportunities were taken virtually to the doorstep of people who could not otherwise go to Highline's campus, largely those in lower-income areas.

Wenatchee Valley College is designing an instructional materials center that will emphasize the preparation of self-instruction materials for the use of people who live as far as 100 miles from the WVC campus.

Extensive use of television is assisting Spokane in reaching most of its six-county district with adult and general education programs.

Walla Walla Community College, through a grant from the State Board, is developing auto-tutorial instructional materials to further implement the systems approach to instruction. These materials will also make education possible for persons residing in remote parts of the community college district.



Attractive relocatable buildings, such as these obtained by the State Board for Olympia Vocational Technical Institute, help house fast-growing enrollments at many community colleges.

C. Objective

To provide means of achieving greater flexibility and efficiency in meeting the emerging needs for classroom space in both on-campus and off-campus locations.

Status and Progress

Columbia Basin, Green River, Shoreline and other colleges have found this year that relocatable structures are attractive and sturdy and meet with the approval of staff and students in addition to being flexible and less expensive than permanent construction.

Edmonds Community College initiated a day program a year before completion of its permanent campus through lease of an entire campus of relocatables. Fort Steilacoom started a day program in Fall 1970 through use of relocatables.

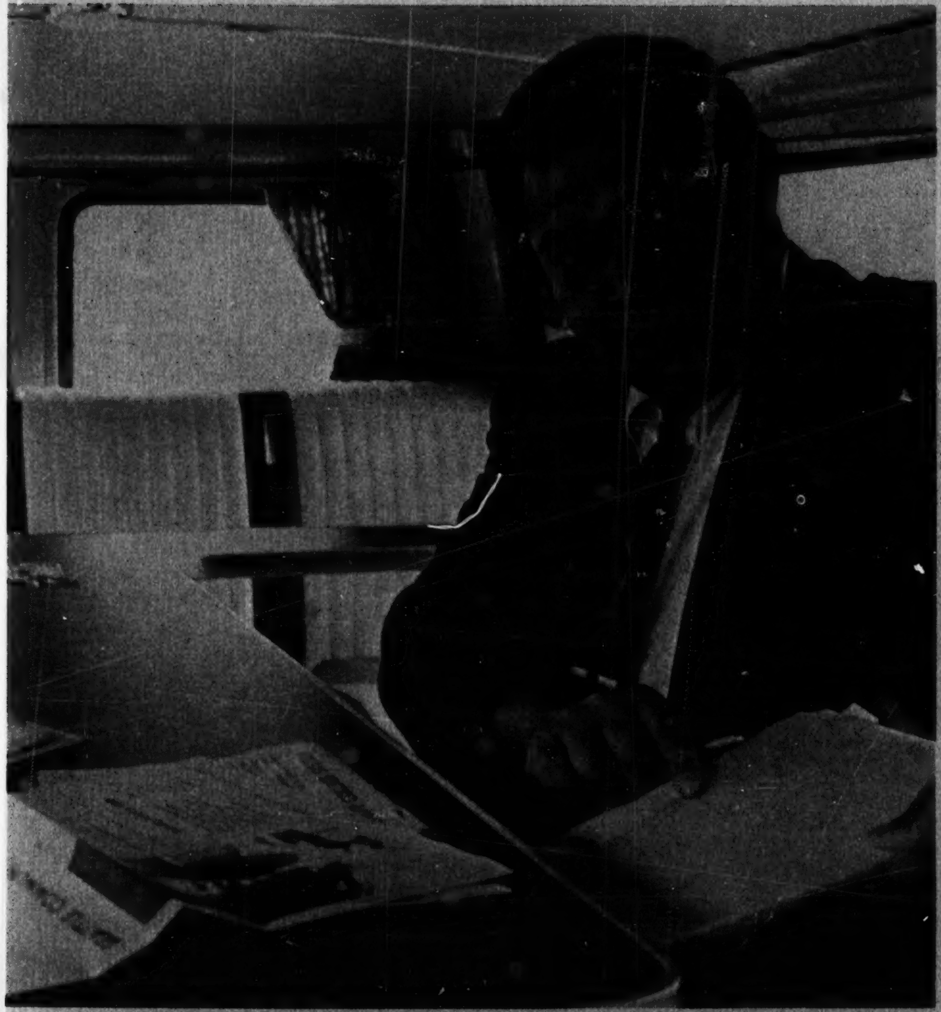
The State Board proposed in its 1970 capital request that the Edmonds relocatables be purchased and a pool of relocatables started. This would provide an efficient solution to such problems as short-term unexpected enrollment increases, buildings lost or damaged, and development of satellites and off-campus centers before the need for permanent construction is established.

II. General Goal

The community colleges of the State of Washington will maintain an "open door" policy by admitting all applicants within the limits of the law and the resources available to the system.

A. Objective

To provide student service programs that attract potential students not likely to enroll otherwise.



Seattle Central Community College operates a "Curbstone Counseling" program through which mobile units such as these go into the community to provide information to potential students.

Status and Progress

Student services must be strengthened in the community colleges. Pouring through the open door come vast numbers of widely differing individuals. Each must be helped. Each must be served. Each must be provided with opportunity, and each in his own way.

Recently the State Board allocated $40,000 to a consortium of Seattle-Tacoma area community colleges to plan an exemplary minority affairs program. Participants include Shoreline, Seattle, Bellevue, Green River, Highline, Everett, Edmonds, Olympic and Tacoma. The consortium seeks a comprehensive approach to all the needs of the minority student including "recruiting" those that might not otherwise seek post-high school education and providing financial aid, developmental instruction, ethnic curricula, and involvement in college affairs. Skagit Valley College has received a $708,000 federal grant to provide vocational training to Indian tribes in its district. The program anticipates the presentation of courses on reservations with maximum involvement by tribal personnel.

"Curbstone counseling" has been initiated in Seattle. A mobile counseling office moves through the city's central district to make known the opportunities the college offers. Spokane worked in cooperation with local high schools in a program of intensive orientation and counseling with a group of youngsters not previously destined for post-high school education.

B. Objective To assure that registration procedures are simple and convenient so that no one fails to enroll because of their complexity or difficulty.

Status and Progress

Shoreline and Highline are among the colleges that adopted continuous registration this year in an attempt to simplify registration procedures. Highline also instituted registration by mail while registration by telephone was initiated at Seattle Community College.

Olympic joined the growing number of colleges that utilize electronic data processing to improve the registration process while Columbia Basin improved its automated registration and record system. A unique automated record-keeping system was installed in the new Bellevue campus.

C. Objective To support maintenance of the lowest possible tuition and fees for students within the fiscal responsibilities of the system.

Status and Progress

State law sets tuition for resident community college students at $50 per quarter and limits incidental fees to $20. Out-of-state students are required to pay $150 per quarter plus no more than $20 in incidental fees. The State Board subscribes to the philosophy that the cost of community college education should be low and that ideally it should be free since any tuition increase denies opportunity to some portion of the low-income population.

However, the community college system is currently limited to one source of funds for capital construction—the sale of bonds guaranteed by student tuition. The pressing need for facilities is such that an increasing percentage of tuition and fees has been committed to construction bonds, thus lessening the possibility of lowering tuition significantly.

The State Board will continue strenuous efforts to find new sources for construction funding as a prerequisite to holding the line on tuition costs.

D. Objective To have every community college in the system offer effective developmental instruction.

Status and Progress

The community college's commitment to admit all students who come to it, regardless of previous educational experience, carries with it the obligation to provide special help for those with learning deficiencies. Many community colleges have launched efforts to provide this kind of special assistance. Study skills centers attempt to get at the cause of the learning deficiency and prescribe solutions to overcome individual difficulties.

E. Objective

To establish programs of financial aid toward the end that no student will be denied a community college education for financial reasons.

Status and Progress

Every community college operates a financial aid program offering loans, scholarships and other kinds of aid for students in need of assistance. The problem is to obtain sufficient funds to provide for all students who could benefit.

The Commission on Higher Education, established in conjunction with the Council on Higher Education by the 1969 Legislature, provides a state-level mechanism for channeling state and federal student aid funds to community college students. The program for administration of these funds sets aside 10 percent for vocational education students due to the efforts of the Council's community college representatives.

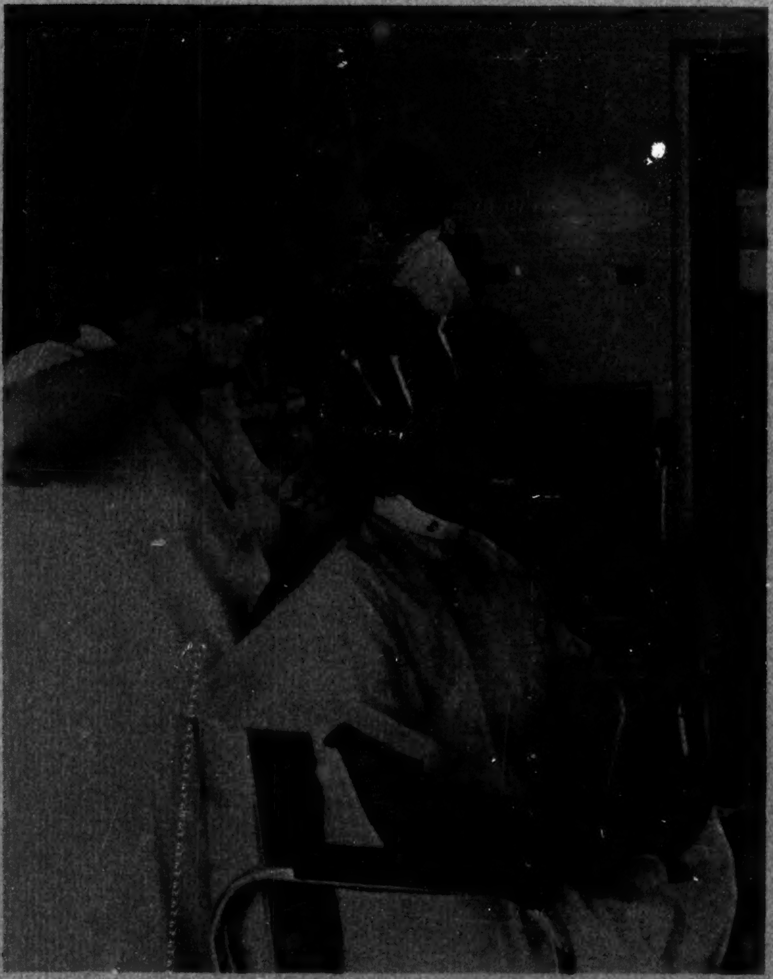
Individual community colleges and their students, in particular, have increased their efforts to raise funds for student aid. The Grays Harbor College Foundation presents an annual Starlight Ball as one means of raising funds for scholarships and loans. Tacoma and Spokane have developed programs to solicit student aid funds in the business and industrial community. There has been a recent increase in the establishment of trust funds for community colleges. Significant bequests have been left to Olympic, Wenatchee Valley and Yakima Valley. The trust funds generally specify provision of student aid.

F. Objective

To develop and expand programs utilizing cooperative work/study arrangements.

Status and Progress

Work/study programs assist the student in moving from college to employment by combining in-school learning with structured on-the-job learning in cooperation with an employer. Such arrangements are common in cooperation with the retail trades and have been used extensively with public agencies to assist students financially. Typically, the cooperative work experience is on a part-day basis over a period of one or two years. This year, Skagit Valley College, Walla Walla Community College and Spokane Community College, by making use of a mobile classroom/lab, have conducted short cooperative work/study programs preparing grocery cashier-checkers. This will be extended to other college districts. The community colleges have also served as laboratories for development of work/study programs in such areas as teaching, food preparation, landscaping and secretarial work.



III. General Goal

The community colleges of the State of Washington will offer the citizens of each district a fully comprehensive array of occupational, cultural, recreational and academic programs designed to serve their interests, needs and aspirations.

A. Objective

To provide increased occupational education opportunities.

Status and Progress

America has long devoted the majority of its higher education resources to the minority of citizens seeking an academic degree, while expending relatively little on training the majority for a working life.

Washington community colleges are providing the great majority of public post-high school occupational education (see Figure 4). The system is expected to expand occupational offerings until they constitute 50 percent of student class hours by 1975.

Between Fall 1965 and Fall 1968, community college vocational enrollment has grown more than twice as fast as overall enrollment which, itself, increased by 71 percent. Despite continuing budget restrictions that inhibit the addition of higher cost occupational programs, 1969-70 occupational enrollment was 10 percent higher than last year's. Figure 5 shows the relative growth of occupational education in the system.

In Fall 1968, the community colleges added 60 new vocational programs to the curriculum; 51 more were added in 1969 bringing to more than 400 the number of vocational programs offered by the state system.

Vocational-Technical Program Enrollments in Washington Community Colleges and Vocational-Technical Institutes

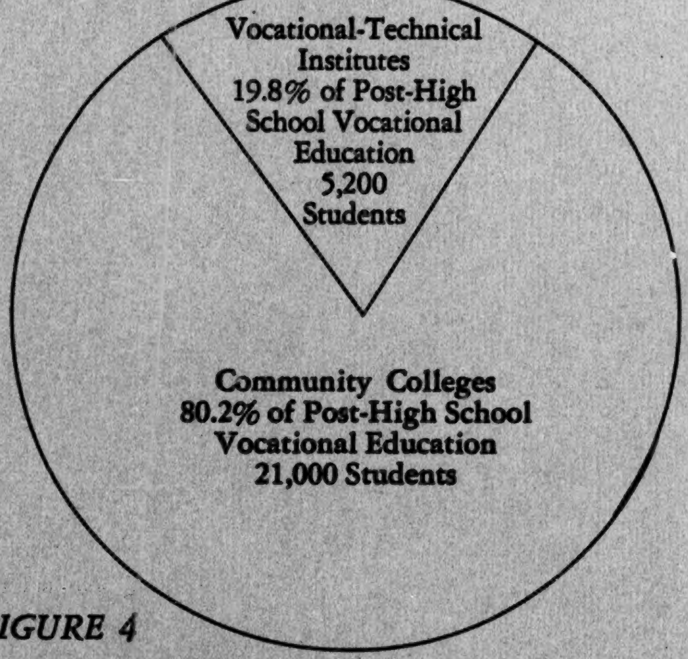


FIGURE 4

WHERE PEOPLE ARE BEING PREPARED FOR JOBS

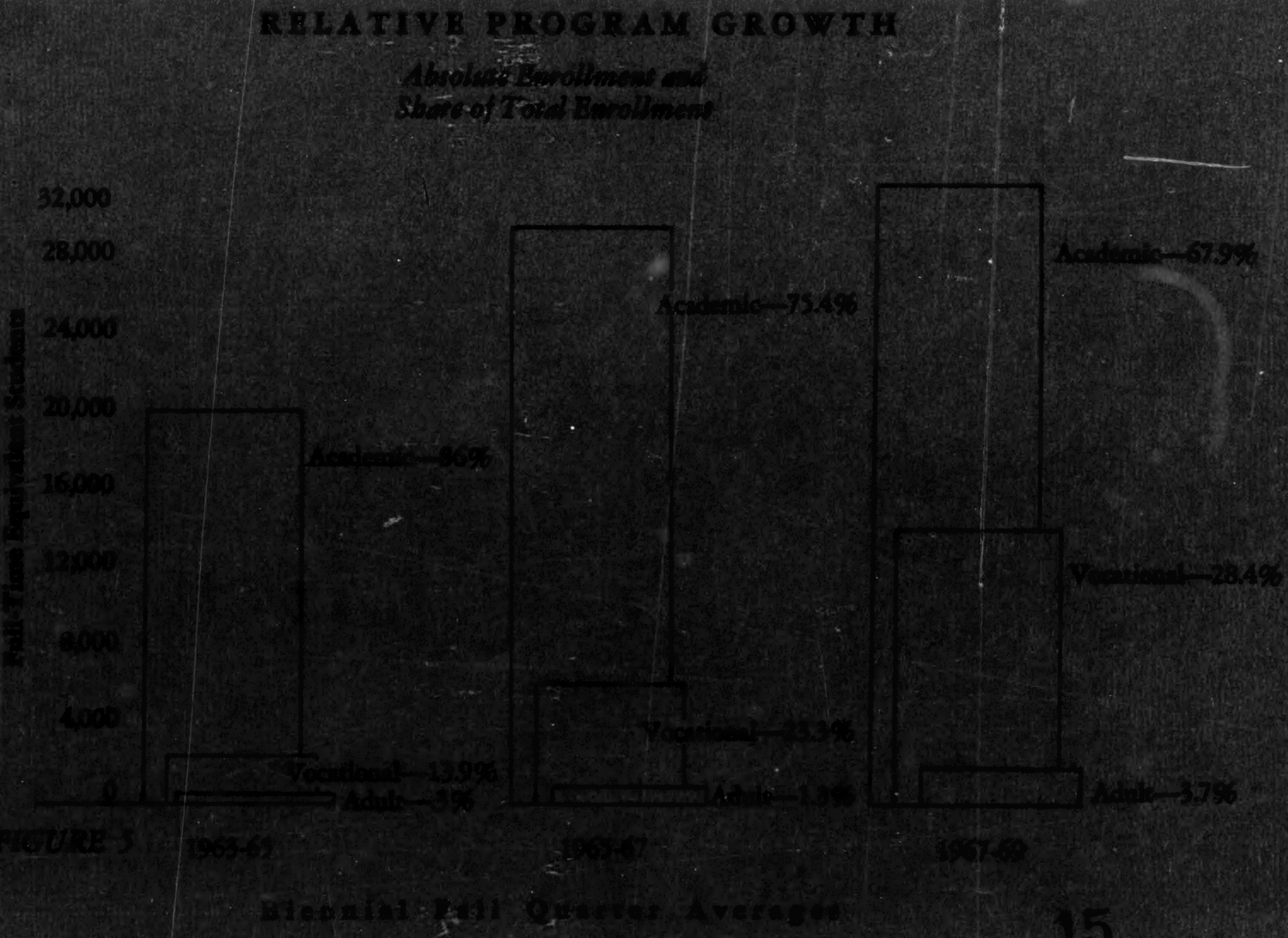


FIGURE 5

B. Objective To maintain high quality in college parallel programs and to ensure acceptance of their transferability.

Status and Progress

The community colleges maintain continuing liaison with the four-year institutions, both public and private, to which community college students transfer. Each of the senior institutions has an office charged with the responsibility of maintaining communications with the individual community colleges in regard to transfer students.

Several community colleges have reached agreements with state colleges whereby students holding Associate of Arts degrees are accepted for entry at the junior level without being required to meet specific requirements of the four-year institution's general education program.

To date, studies show that community college students do as well or better on transferring to a senior institution than do those students who entered the four-year institution as freshmen.

C. Objective To offer comprehensive education opportunities in evening programs.

Status and Progress

The 1969 Legislature made the community college system responsible for virtually all adult education in the state. Previously the community colleges provided adult education in the common school districts in which they were located and in other school districts by contract. The transfer of adult education administration from the remaining school districts to the community colleges was achieved with a minimum of problems, thanks to the excellent cooperation of public school and community college officials.

Even without the addition of programs transferred from the public schools, community college adult education has increased substantially as Figure 5 demonstrates. Many colleges have added extension coordinators to their staffs this year in the effort to increase programs and extend them throughout their districts. A major emphasis in the adult program is to increase the proportion of courses designed to supplement occupational skills and retrain adults for new occupational opportunity. An added benefit of expanded evening programs is the greater use of college and public school facilities which accompanies program expansion.

D. Objective

To provide guidance and placement counseling at or above nationally-recommended levels.

Status and Progress

The State Board asked the 1969 Legislature for special funds to bring student services, especially guidance and counseling, up to standards. It is hoped that the implementation of budgeting formulas in future years will make this need more clearly identifiable.

Despite the shortage of funds, some colleges have been able to increase their counseling staffs, others to reorganize them for greater effectiveness, and others to relocate them for increased convenience. A number of schools have added or expanded programs to acquaint high school students with college programs. Counseling has been extended to evening students and to off-campus sites and a number of colleges have strengthened their vocational counseling programs.

E. Objective

To insure that community college libraries meet acceptable national standards and that occupational holdings are commensurate with those in academic areas.

Status and Progress

On the whole, community college libraries, while meeting accreditation standards, are operating below the levels at which they should be. With budgets limited, administrators tend to delay library expenditures to concentrate on providing instruction for growing enrollments. Implementation of new community college budget formulas may help stimulate more adequate funding for libraries. As will be seen in Chapter IV-E, despite budget problems, several colleges have managed to improve their libraries, especially in the area of instructional media and automation. One college that made a special effort this year to expand its occupational library holdings is Peninsula.

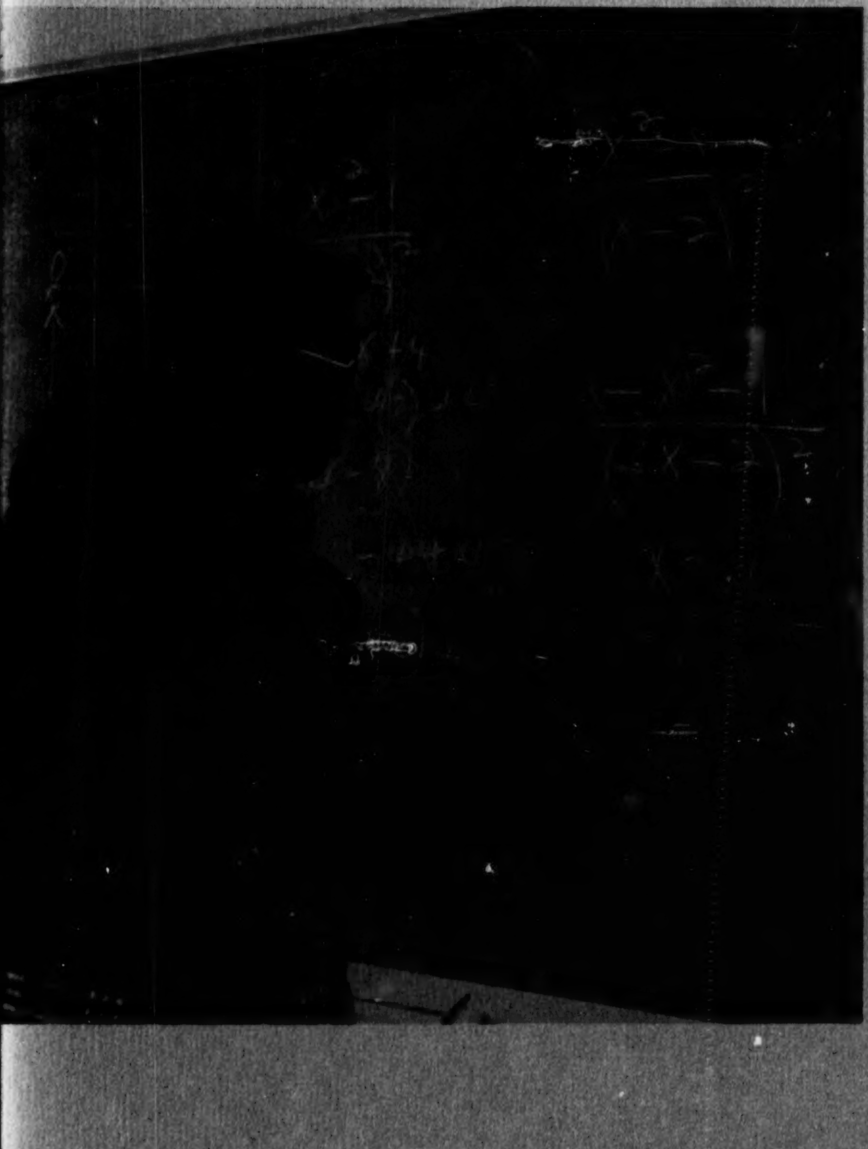
IV. General Goal

The community colleges in the State of Washington will develop and employ innovative and imaginative approaches to instruction which will provide more efficient and effective learning by adapting to the needs, capabilities and motivation of the individual.

A. Objective

To adopt a "systems" approach to development and evaluation of instructional objectives and methods.

Status and Progress



Community colleges are teaching institutions. Continued emphasis must be placed on producing learning that is relevant to the needs of the student and society in general. A never-ending search for more effective instructional techniques is essential if the community college is to accomplish the mission assigned to it.

At the urging of the State Board, the executive branch and the 1969 Legislature allocated $5 million to the system for efforts to improve instruction, an unprecedented action in community college education. $2.1 million of the first-year funds was allocated to the districts for program improvement efforts. The balance of the first-year funds, $.4 million, was retained by the State Board for system-wide projects. A task force of presidents, administrators, teachers and state staff members designed a program for use of the State Board exemplary funds.

A promising route to the improvement of instruction is the "systems" approach to learning. It involves a determination of what the student needs to know, stated in terms of verifiable objectives. Individual capability is determined through pre-testing, and individual assignments are prescribed through self-instruction materials. If the students are unsuccessful in meeting course objectives, revisions are made on the assumption it is the instruction, not the student that has failed.

Walla Walla Community College teachers this year prepared verifiable objectives for every course in the curriculum and self-instruction materials were prepared for most courses. At Columbia Basin, verifiable objectives were prepared for most of the curriculum. Green River and Tacoma evidenced strong interest in the systems approach and the trend towards its use is growing throughout the system.

B. Objective

To provide consultant services, workshops, and other in-service activities to assist faculty and administrators in the improvement of instruction throughout the system.

Status and Progress

Adoption of the systems approach has been stimulated by the ability of the State Board to retain two nationally-recognized consultants to provide workshops and individual consultation. Three regional workshops were held for faculty and one statewide workshop for presidents, administrators and faculty. Faculty workshops were held at many colleges.

In addition, the task force involved in planning allocation of State Board exemplary program funds recommended that a series of workshops be held at every community college to accelerate adoption of innovative approaches to instruction.

C. Objective

To support (1) institutional research to better identify educational needs and evaluate performance in meeting them, and (2) special efforts to improve instructional effectiveness and efficiency.

Status and Progress

Last year the State Board provided a $50,000 fund for promising research projects in order to stimulate district development of institutional research capability. Five of the ten studies have been completed. A listing of the projects is shown in Figure 6. As a result of the enthusiasm generated by these projects, two research seminars have been conducted jointly by the State Board for Community College Education, the University of Washington and Western Washington State College. These classes have involved over 40 persons engaged in research in Washington community colleges.

This year, as previously described, $2.1 million was allocated to districts for efforts to improve and extend their programs.

For the longer range, the Board believes that approximately one percent of operating revenue should be allocated to institutional research and an additional two percent to a continuing effort to improve instruction.

Institution	Principal Researcher	Project Title	Estimated Comp. Date
Bellevue	Nilmar L. Molvik	Initial Mathematics Experiences in the Total Community College Program	Completed end of Spr. '70; 2-yr study
Centralia	Kellis A. Hamilton	Grading Proposal	DONE
Green River	Sandra L. Gallaher	A Comparison of the Characteristics of Community College Students Enrolled in Vocational, Technical, and Academic Programs	2-yr study, to be completed in December, 1970
Seattle	C. A. Bradley	Feasibility study. Fishing, Maritime, and Allied Occupations within Seattle, Puget Sound Metropolitan Region	DONE
Shoreline	Howard T. Hubbard	Videotaped Instructions for the Teaching of Skills	DONE
Skagit Valley	James P. Pierce	To test the hypothesis that take-home open-ended laboratory problems with emphasis on individual investigation will improve non-major students (in physical and earth sciences) in their ability to meet problem-solving situations and in appreciating science as a human enterprise more effectively than the traditional two-hour fixed group laboratory exercises	2-yr study Spring, 1970
Spokane	Richard B. Halvorson	The Effects of the Cognitive vs Lecture-Discussion Method in Teaching Introductory Sociology Classes	DONE
Tacoma	Donald R. Gangnes	Goal of study: To determine if the modular format for chemistry laboratory instruction is more effective than the traditional format in achieving the generally accepted goals of chemistry laboratory instruction	DONE
Walla Walla	Eldon Dietrich, President	General improvement of instruction	2-yr study to be completed Spring, 1970
Yakima	Gary A. Rice	Characteristics of the Drop-Out at Yakima Valley College	DONE

FIGURE 6

D. Objective

To offer educational programs on a continuous enrollment basis with individually-paced instruction, and to convert suitable programs to such a basis as quickly as practical.

Status and Progress

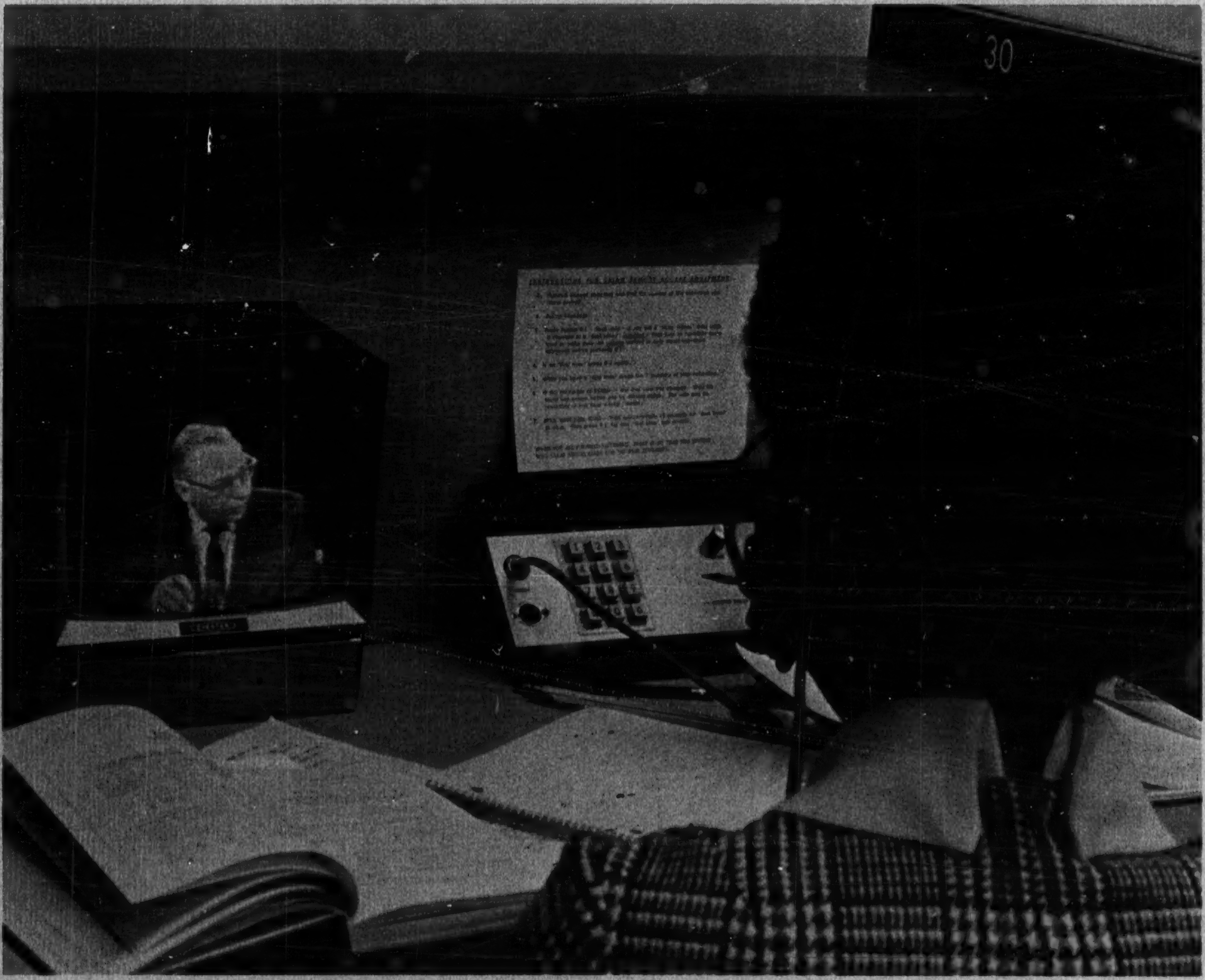
Organizing programs so that a student can enter at any time during the year and complete the program whenever he demonstrates proficiency is a desirable objective insofar as it may better serve the needs of the student. However, this approach is not applicable to all courses. In some cases, it results in classes to small to be economically feasible. In certain programs of longer duration, it may result in less effective instruction.

Most community colleges have adopted the continuous-enrollment, non-graded approach to a number of occupational programs with good success. Several colleges have increased their offerings of occupational short courses.

Individualization of instruction is an integral part of "systems" approaches to instruction and is being widely adopted as indicated earlier in this chapter.

E. Objective

To utilize modern technology and methods in developing libraries as centers for instructional stimulation, individual study through multiple media, and resources for innovative and imaginative instruction.



The Bellevue Community College library, one of the most modern in Washington, includes a dial-access information retrieval system featuring video as well as audio channels.

Status and Progress

Community college libraries should be updated, expanded and improved in many respects. Increased use of data processing can improve material processing. Regional planning can be instituted to avoid duplication. Coordination can be increased with local, regional, state and national library systems. Increasing use can be made of library aides and student employees. Consortia can be formed to establish central film libraries and material preparation and distribution services.

Libraries should be assigned significant responsibility for instructional stimulation, providing support for curriculum development, presentation, and production of instructional materials and hardware.

Libraries must become centers for individual study, providing multiple media that include the products of new technology.

Despite budget shortages, libraries are making extensive efforts to expand and improve. Bellevue and Shoreline have automated many library functions. Wenatchee Valley has engaged in an extensive planning process in preparation for the building of its instructional materials center. Fort Steilacoom has added considerable audio-visual capability, while Highline and Walla Walla expanded library holdings substantially. Shoreline and Centralia have increased their closed circuit TV operations. The Western Washington community colleges planned and prepared a proposal for federal funding of a cooperative film library as the first step toward a regional center for preparation and distribution of instructional materials.

V. General Goal

The community colleges of the State of Washington will be active in the community and district, reaching beyond the campus to play an integral part in the functions of the communities and people they serve.

A. Objective

To extend the human and physical resources of the system to the solution of community problems.

Status and Progress

Community colleges cherish their local orientation. They are becoming more deeply involved in the affairs of their communities and districts, not only in providing education but in serving cultural and recreational needs and helping find solutions to community problems.

Green River this year launched a series of "town hall" meetings in an effort to bring together various segments of the community in discussions of local problems and means of solution. Educational specifications for the Seattle Central campus commit the resources of the college to the varied needs of the area it serves. The growing interest among the colleges in developing special programs for minorities is additional evidence of willingness to engage in the social problems of their communities. Several community colleges have co-sponsored with the state's Department of Commerce and Economic Development a series of workshops for local leaders on industrial development.

B. Objective

To initiate educational programs sharing personnel and facilities with business, industry, labor, government and civic agencies.

Status and Progress

Cooperation with other agencies in the provision of education expands the opportunities available to citizens, accomplishes efficiency through the use of shared facilities and personnel, and provides a service to the community.

Walla Walla presents vocational training within the walls of the state penitentiary. Fort Steilacoom, Tacoma, Skagit Valley and Olympic operate extensive educational programs for nearby federal installations. Most colleges provide pre-apprentice and apprentice-related training in cooperation with labor councils. Olympic's extensive apprenticeship school operates in separate facilities within the Bremerton Naval Shipyard on a full-time basis with its own faculty and an enrollment of 600. Centralia helps state employees improve their job skills in the capitol. Spokane Community College made possible the addition of a large new industry to its area through its willingness to train workers at the plant site. Green River, Lower Columbia and other colleges cooperate with industry in providing training programs. Last year more than 7,000 disadvantaged or handicapped people were served by Washington community colleges through the following specialized federal programs:

MDTA	880
Adult Basic Education	3,077
Vocational Rehabilitation	795
New Careers	110
Work Incentive (WIN)	607
Migrant Education	1,610

These were in addition to the handicapped and disadvantaged people served in regular programs.

C. Objective

To provide recreational and cultural activities to the public and to encourage public use of college facilities.

Status and Progress

The most unique development in this area is the joint planning being conducted by Fort Steilacoom Community College and the Pierce County Park Department for development of two adjoining parcels of land to be used for the campus and a county park. Plans call for facilities such as parking lots, playfields and access to a lake to be located for maximum joint use by the college and public. Walla Walla is developing its new campus site for joint recreational use by the college and public.

Lower Columbia and Skagit Valley initiated efforts this year to involve their communities in combined efforts to build theaters or recreational centers. Olympic and Wenatchee have well-developed programs in outdoor education for citizens of their districts. Several colleges enacted policies to encourage use of college facilities by responsible public organizations. Yakima Valley College and the city of Yakima share in the use of the college gymnasium and adjacent recreational facilities. Most colleges are increasing their public offerings of theatrical, musical and other cultural programs. Several colleges have also taken steps to extend library hours and make available library services to the public.

D. Objective To cooperate with other community agencies in the development of community cultural-recreational-educational centers.

Status and Progress

Shoreline and Green River have worked with Seattle community leaders in the planning of community centers. Skagit Valley is proposing a similar plan for Mount Vernon.

E. Objective To extend the use of lay advisory committees in state and district planning processes.

Status and Progress

Bellevue Community College developed a multi-agency planning program for Eastern King County in an effort to better serve the needs of the area. Clark College, Lower Columbia and Highline have invited lay citizens to participate in the college long-range planning process. A consortium of Tacoma Community College, Pacific Lutheran University and the University of Puget Sound has formed to plan an educational program for Tacoma as part of a Model Cities program.

VI. General Goal

The community colleges in the State of Washington will employ management methods which will make the most effective use of available human and capital resources in providing the highest quality and quantity of education possible.

A. Objective

To employ a "systems" approach to planning, program determination, evaluation and resource allocation.

Status and Progress

The "systems" approach to management is essentially the evaluation of performance relative to predetermined objectives, and the allocation of resources to accomplish maximum achievement of those objectives in the future. The basis for such management is a comprehensive statement of objectives and an analysis of both the existing situation of the community college system and the resources available to it.

Highline has formed a citizens' appraisal committee to represent community interests in the college's long-range planning efforts.

The statement of objectives has been accomplished by Volume I of the Master Plan. Volume II analyzes the system status relative to its objectives. Based on the resources available, Volume III proposes the action necessary to continue to progress toward achieving system objectives.

At the district level, this management philosophy will be reflected in the evolution of a planning-programming-budgeting sequence: a review of educational objectives; the establishment of program plans to achieve those objectives; the determination of long-range operating funds and capital facilities necessary to implement the program plans; and the development of capital and operating budget requests to accomplish biennial portions of the district's objectives.

B. Objective

To develop and establish a comprehensive and integrated management information system to provide uniform system-wide data on which decisions can be based.

Status and Progress

Development by the State Office staff in 1968 and 1969 of the Instructional Effort Report, Occupational Program Inventory and Facility Inventory provided the foundation for the development of the Management Information System.

Three of the five information files which will form an integrated reporting system are developed and operational. These are the Course and Enrollment file, the Student Information file, and the Personnel file.

The Course and Enrollment file collects machine-readable data on each course and section from each community college based on eighth day enrollment figures. (All Washington community colleges operate on a quarterly schedule.)

The Student Information file is designed to collect machine-readable information for each student registered on the eighth day of class during the Fall term only.

The Personnel file collects machine-readable data on professional and classified personnel from all colleges. This information will be collected once a year to provide information on salaries, professional background and training.

These files will need to be continually updated and revised to provide basic information for decision-making by the State Board and by the districts. When completed, these interrelated files can provide the tools for improved budgeting and for the development of analytical and statistical information on the status of the system.

In developing the reporting systems, close ties are being maintained with the Office of Program Planning and Fiscal Management, other state agencies, and the Western Interstate Commission for Higher Education (WICHE).

Through the WICHE management information system development project (MIS), an attempt is being made to develop common data bases for all of higher education. The community college system of Washington is represented on both the steering committee for the WICHE MIS project and on the study teams which have been identified to develop the data bases.

A cooperative effort is under way to develop methods by which individual colleges can use the state Management Information System as a tool for management. Three colleges are working together to test the completeness and usability of the information being reported for planning and costing of instructional programs, using remote terminal-based access to information files.

If the pilot development is successful, community colleges in Washington State will for the first time be able to exchange comparable information based on the data now being collected statewide.

Essential to the automation of the Management Information System is a data processing system. A necessary prerequisite to such a system is a plan. State law requires all state agencies utilizing computers to prepare a long-range plan for their use and development. During 1969 a task force of community college presidents, business officers, data processing managers and teachers worked with the state office in drafting a state data processing plan which was approved early in 1970 by the Office of Program Planning and Fiscal Management and the State Board.

The plan calls for establishment of a state-wide system composed of six planning regions. Each community college district elects members to a regional data processing committee and the six regional committees elect a six-member state steering committee to act as an advisory board to the state community college director.

During the first half of 1970, the state office retained a consultant firm to assist the data processing regions in implementing the data processing plan.

C. Objective

To obtain appropriate long-range sources of funds for community college operations and capital expansion.

A long-range plan was approved for the use and development of computers in community college business operations, data processing training and as teaching tools.

Status and Progress

Operating Funds

Progress towards this objective is currently related to the development of budget formulas for the five basic categories of expenditure in the community colleges: Instruction, Library, Student Services, Plant Maintenance and Administration.

The experience of the state colleges and universities has been utilized in an adaptation of their formulas for Instruction, Libraries, and Plant Maintenance. The adaptations were tested on the districts represented on the Presidents' Finance Advisory Committee, then used in the allotment of 1970-71 operating funds to districts.

Work on the formulas is continuing. The 1971-73 operating budget request for the system reflects further refinements in the three existing formulas and includes new formulas for Administration and Student Services. Program committees composed of deans of instruction, deans of students, vocational education directors, adult education directors, business officers, librarians and presidents have contributed significantly to the revisions. Staff members of the Office of Program Planning and Fiscal Management and the Legislative Budget Committee have met weekly with the state staff to coordinate the effects of the formulas on the 1971-73 operating budget request for the community college system.

Capital Funds

The development of new capital resources for the system has assumed new importance in the last year. Changes in the nation's economy have created an unfavorable bond market. As a result, the system's first capital budget request ($58,000,000) will consume the only source of funds available to us—student tuition.

A detailed analysis of tuition bonding as our sole source of capital funds suggests legislative action to provide a new source.

Possible sources are:

1. State Building Authority Bonds
   —Would require an amendment to the SBA act authorizing community colleges to be included in the authority.
2. Earmarked Revenue Source
   —Would require enabling legislation creating a new tax or assigning part of an existing tax to the community college system on a long-term basis.
3. Statewide Bond Referendum
   —Would require enabling legislation and assurance that the issue would be voted on at an early date. Delay would render the supplemental appropriation ineffective because the projects included in it would not be available to meet the demand they are designed to meet.

Resource Study

A study of financial resources is under way and covers the following major points:

- **I. Sources of Revenue**
  - **A. Tuition and Fees**
  - **B. Tax Sources**
    - 1. Tax Reform
    - 2. Earmarked Taxes
    - 3. Temporary Special Levy Commission/Local Tax
  - **C. State Building Authority**
  - **D. Bond Referendum—**
  - **E. Non-State Sources—**
    - 1. Multiple Agency Approach
    - 2. Federal Dollars
    - 3. Private Enterprise Construction Programs
- **II. Estimate of Capital Requirements**
  - **A. Construction Formula**
  - **B. Space & Facility Guidelines**
  - **C. 6-Year Capital Needs**
  - **D. Comparison With Other States and Education Institutions**

The study will help guide the development of new capital and operating resources for the system.

D. Objective

To develop allocation and evaluation procedures to distribute equitably available financial resources, and insure continuing progress toward achievement of the priority needs of the system.

Status and Progress

The system completed its first biennial budget cycle on June 30, 1969. The lesson of that experience calls for a common budget development format, equally applicable to the several stages of the cycle including:

1. Initial development of budget programs as low as the department level.
2. Development of estimates of district needs for future six-year periods.
3. Presentation of a system budget request to the Governor's Office of Program Planning and Fiscal Management and defense of the request before the Legislature.
4. Adjustment of the system budget to reflect legislative action.
5. Identification of each district's portion of appropriated funds.

6. District selection of priorities and development of one-year operations budgets.
7. Status reporting on progress during the year.

The budget formulas for Instruction, Libraries, Student Services, Plant Maintenance and Administration can provide this common format. During the last year, preliminary versions of them were introduced into steps 3, 4, and 5. The major effort was on step 5, the allocation of funds to districts for 1970-71. A similar process will be used for allocation of funds in 1971-72 and 1972-73.

In this biennium, one of the objectives for the allocation process will be achieved for the first time—annual allocations that reflect the legislative appropriations well enough to be nearly routine. The standard chart of accounts, implemented on July 1, 1969, eliminated most of the accounting inconsistencies that hindered earlier efforts. Work is continuing on the remaining inconsistencies to provide even further improvement.

The formula assumptions are now well understood and are under review by the state staff in cooperation with the Office of Program Planning and Fiscal Management, the Legislative Budget Committee staff and the following groups — Presidents' Finance Committee, deans of instruction, deans of students, librarians, business officers, adult education directors and vocational education directors.

An evolution from program formulas to an individual program-sensitive budget format is the next goal. To reach that target the following are needed:

1. Means for collecting enrollment and financial data down to the course level.
2. Analysis of the past costs of bench mark programs.
3. A visible budget development cycle subject to constant updating on the basis of evaluations of past performance.

The goals and objectives described in this document will guide the content of individual budget programs. Initially, the system will rely on special efforts—requests to the Legislature that are not a part of any individual district request. Eventually, each objective will become a part of the permanent budget statement, accompanied by six-year estimates of the resources needed to accomplish it. The annual report will show the progress; the budget request will update the resource requirements.

From the capitol steps, Governor Daniel J. Evans speaks to students who called a rally to support community college appropriations.

VII. General Goal

The community colleges in the State of Washington will develop organizational forms and operating procedures which will involve students, faculty, administrators, trustees, and the community in the formation of policies and operating decisions that affect them.

A. Objective

To involve business, industry, labor, government and the community in the identification of needs and in their resolution.

Status and Progress

In seeking to better serve the individual, the community and the state, the community colleges must provide an opportunity for continuing dialogue between the institutions and the elements that affect and are affected by them.

Following completion of a State Office internal report identifying key internal and external system relationships and their effect on system performance, a system relations function was established at the State Office and an associate director employed to head this effort. The external system relations program involves the educational, governmental and special interest groups which relate to, regulate, financially support or benefit from programs and activities of the community college system. Some of these are identified in Figure 7.

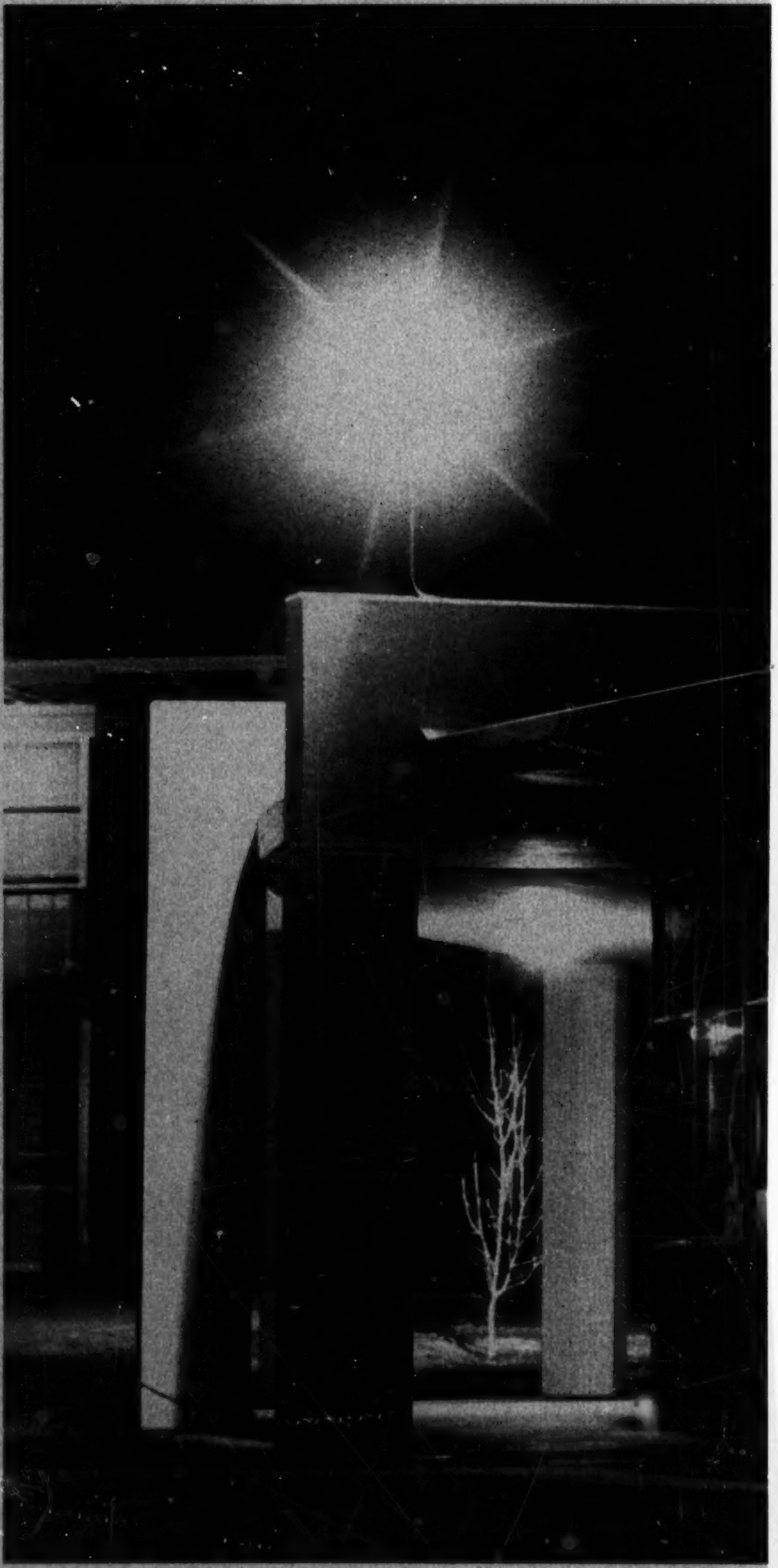
The purpose of the System Relations office is to coordinate this complex pattern of organizations so as to provide maximum involvement and support for the system of community colleges.

Efforts to improve communication with these groups have been stepped up significantly this year through the use of periodical newsletters and bulletins, meetings and individual contacts.

EXTERNAL RELATIONSHIPS

- **I. Educational**
  - A. Superintendent of Public Instruction
  - B. Coordinating Council for Occupational Education/Division of Vocational Education
  - C. The Council on Higher Education
  - D. The Higher Education Personnel Board
  - E. The Washington State Teachers' Retirement System, TIAA/CREF
  - F. Northwest Association of Secondary and Higher Schools
- **II. Governmental**
  - A. Federal
    - 1. USOE, OEO, Labor Dept., other agencies
    - 2. Congress
      - a) Committees
      - b) State delegation
  - B. State
    - 1. Executive
      - a) Governor
      - b) Office of Program Planning and Fiscal Management
      - c) General Administration
      - d) Planning and Community Affairs
      - e) Attorney General
      - f) Auditor
      - g) Employment Security
      - h) Health and Social Services
        - 1.) Public Assistance
        - 2.) Vocational Rehabilitation
      - i) Labor and Industries
    - 2. Legislative
      - a) Standing Committees
      - b) Legislative Budget Committee
      - c) Joint Committee on Higher Education
  - C. Local
- **III. Special Interest Groups**
  - A. Educational
    - 1. American Council on Education
    - 2. American Association of Junior Colleges
  - B. Labor (Washington State Labor Council)
  - C. Business and Industry (Association of Washington Business)

FIGURE 7



B. Objective

To evaluate the distribution of responsibilities and functions to the State Board and the local district boards of trustees, establishing policies which clearly define their relative roles.

Status and Progress

The major effort in this area is the drafting of a comprehensive State Board policy manual. When the draft is completed, it will be reviewed throughout the community college system. The manual will include a number of individual policy statements previously enacted by the Board.

A series of four regional meetings held in October, 1969, between State Board members and district trustees helped to better identify relative roles and promote increased understanding.

The State Board instituted the practice of meeting informally with the district trustees prior to those board meetings held at college campuses.

C. Objective

To develop means of involving administrators, faculty and students in policy formulation and decision-making at both local and state levels.

Status and Progress

At the state level, the System Relations function of the State Office is intended to promote involvement, understanding, cooperation and efficient but effective operations within the system. Present components of the internal structure of the system are indicated in Figure 8.

INTERNAL RELATIONSHIPS

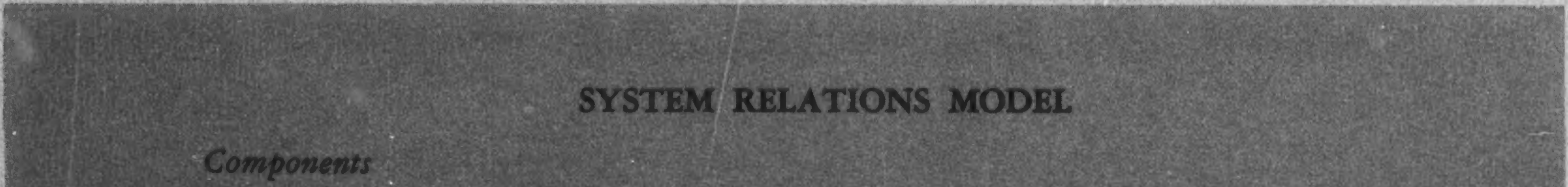
- I. The State Board for Community College Education
- II. The District Trustees
  - A. Trustees' Association for Community Colleges
  - B. District Boards of Trustees
- III. Administration (Washington Association of Community Colleges)
  - A. Presidents (Council of Presidents)
  - B. Deans of Instruction
  - C. Deans of Students
  - D. Business Officers
  - E. Deans of Vocational-Technical Programs
  - F. Deans or Directors of Community Services
  - G. Planning Officers
  - H. Personnel Officers
  - I. Information Officers
  - J. Institutional Research Directors
- IV. Students (Washington Association of Community College Student Governments)
- V. Faculty
  - A. Faculty Advisory Council
  - B. Professional Organizations
    - 1. AHE
    - 2. WFT
    - 3. AAUP
    - 4. CCPAW

FIGURE 8

Two major meetings were held during 1969 toward involvement of administrators, faculty, trustees, and students in the development of recommendations on system policies. The outgrowth of these meetings was the formation of the System Advisory Council diagrammed in Figure 9. Faculty, student and trustee involvement has also been increased at the state level through representation of these groups in various ad hoc committees and task forces working on system-wide concerns such as budgets and exemplary programs.

Communications within the system have been enhanced this year with the establishment of the Council of Presidents, an organization of all community college presidents that advises the State Director on administrative affairs; and the Faculty Advisory Council, composed of one faculty member from each college and providing a means of bringing faculty concerns to the State Director. INTERCOM, a system-wide newsletter, was initiated by the State Office, and the first Community College Week was held to bring together all components of the system in a concerted effort to make community college programs more widely known to state residents. At the district level, major administrative changes have taken place at several campuses to provide for student and faculty involvement in policy recommendation. A number of schools have asked faculty and student groups to be represented at trustee meetings.

During the 1969 and 1970 legislative sessions, students made major contributions to the campaign for community college appropriations. Green River students launched a "Run for Equality," a 35-mile marathon to the Capitol steps in Olympia where they presented a petition to the Governor. Student leaders from every campus met with the Governor and key legislators. Several student groups also launched letter-writing campaigns to the legislature.


SYSTEM RELATIONS MODEL
Components
WACC (Administration) 4 Representatives
TACC (Trustees) 4 Representatives
FAC (Faculty) 4 Representatives
WACCSG (Students) 4 Representatives
Advisory
System Advisory Council 16 Reps.
Policy
State Board
State Director
State Staff
Ad Hoc Committees

Note: The representatives of each component are selected by the component in its own manner. Representatives are not responsible to the components; they are representative of the component to reflect the views of students, trustees, faculty, and administration.

FIGURE 9

D. Objective To provide appropriate means and methods for regional cooperation among the districts and between them and other agencies.

COMMUNITY COLLEGES AND DISTRICTS

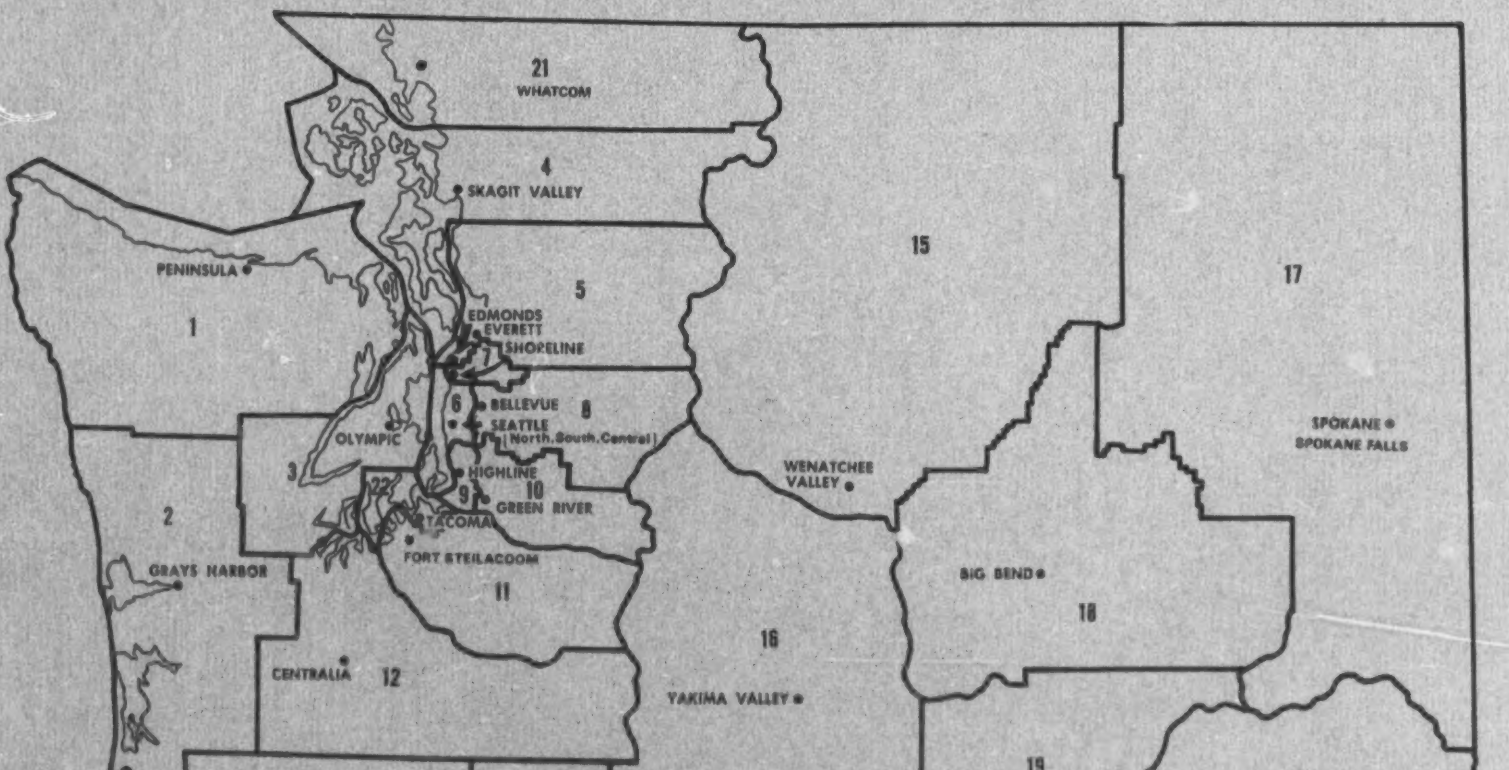

21
WHATCOM
4
SKAGIT VALLEY
PENINSULA
1
5
EDMONDS
EVERETT
7
SHORELINE
15
17
6
BELLEVUE
8
SEATTLE
(North, South, Central)
OLYMPIC
3
HIGHLINE
22
9
10
GREEN RIVER
TACOMA
FORT STEILACOOM
WENATCHEE VALLEY
SPOKANE
SPOKANE FALLS
2
GRAYS HARBOR
11
BIG BEND
18
16
CENTRALIA
12
YAKIMA VALLEY
19
COLUMBIA BASIN
WALLA WALLA
20
13
LOWER COLUMBIA
14
CLARK

FIGURE 10

Status and Progress

The 1967 Community College Act divided the State of Washington into twenty-two community college districts. In most cases, district boundaries followed county lines; where counties are split by community college districts, school district boundaries and census divisions were followed. Ten of the community college districts follow county lines and/or school district boundaries; and two districts include county lines and United States census divisions. Any change in district boundaries must be based on criteria established by [illegible] State Board and must have the effect of substantially improving educational opportunity for residents of the area affected. The State Board has authority to modify boundaries, but cannot eliminate or create entire districts.

Figure 10 illustrates the twenty-two community college districts.

In normal operation of agencies responsible for provision of services within discrete geographic areas, coordination between agencies is necessary and desirable. Community college districts are no exception; regional groups of districts have formed in response to specific functional requirements and relationships. Two examples of such regional groups are found in the areas of occupational program coordination and planning for data processing.

Community college districts Number 4 through 10 have formed a group to plan programs and curricula. The colleges—Skagit Valley, Everett, Edmonds, Seattle, Shoreline, Bellevue, Highline, and Green River—have been highly successful in developing program offerings which are non-conflicting and complementary. Four other regions for this purpose have been established covering the remainder of the state. Figure 11 shows the five planning regions for program and curriculum coordination.

Regions for the planning of cooperative development and use of data processing capabilities have been developed by a system-wide task force. Informal operation of these regional groups has started. Prior to their establishment, however, Highline College had demonstrated the feasibility of one institution providing data processing for others in such areas as accounting and grade reporting. Figure 12 describes the data processing planning regions.

Planning regions composed of groups of community college districts were developed and used as a basis for the 1969-71 biennial budget presentation of the community college system.

Regional Planning for Programs and Curricula

Enrollment—(1968-69 Fall)

Planning Units of the System	*Community College District*	*Head Count*	*% of Total*	*FTE*	*% of Total*
I	Clark				
	Grays Harbor				
	Centralia				
	Lower Columbia	10,252	13%	6,103.0	13%
II	Wenatchee				
	Big Bend				
	Spokane	10,648	13.5%	7,019.3	15.1%
III	Yakima				
	Columbia Basin				
	Walla Walla	7,548	9.6%	5,287.2	11.4%
IV	Seattle				
	Shoreline				
	Highline				
	Bellevue				
	Green River				
	Edmonds				
	Everett				
	Skagit	39,673	50.4%	21,691.5	46.6%
V	Peninsula				
	Olympic				
	Tacoma				
	Fort Steilacoom	10,565	13.4%	6,428.4	13.8%
	TOTAL	78,686		46,529.4	

FIGURE 11

Data Processing Planning Areas

Planning Units of the System	*Community College District*	*Head Count*	*% of Total*	*FTE*	*% of Total*
Northwest	Peninsula Skagit Valley Edmonds Everett Shoreline	14,482	18.4%	9,074.7	19.5%
Urban North	Olympic Seattle Bellevue	21,272	27.0%	9,787.5	21.0%
Urban South	Highline Green River Fort Steilacoom Tacoma	14,484	18.4%	9,257.7	19.9%
Southwest	Grays Harbor Centralia Lower Columbia Clark	10,252	13.0%	6,103.0	13.1%
Northeast	Wenatchee Valley Spokane Big Bend	10,648	13.5%	7,019.3	15.1%
Southeast	Yakima Valley Columbia Basin Walla Walla	7,548	9.6%	5,287.2	11.4%
	TOTAL	78,686		46,529.4	

FIGURE 12

APPENDIX

Washington Community College
Districts and Colleges

District #1

Peninsula College

The district covers all of Clallam and Jefferson counties; Peninsula College is located in Port Angeles and was established in 1961. It has an 80-acre site containing some 80,000 square feet of new facilities. Current capital projects will expand the occupational and art instruction areas. A dormitory is under construction to house students from outlying areas of the two-county district and improve the district-wide service potential of the college.

Level of Service

Estimated 1968 Population: 41,300
1968 Annual Average FTEs: 647
Level of Service (ratio of FTEs to population): 1.57%
system average level of service: 1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	451	463	475	5.3%
Occupational	96	133	172	79.2%
Adult/Community Service	—	—	—	—%
TOTAL	547	597	647	18.3%

District #2

Grays Harbor College

The district covers Grays Harbor and Pacific counties; the college is located in Aberdeen where the 120-acre campus contains some 110,000 square feet of facilities, largely supporting the academic curriculum. Occupational education increased substantially last year and current capital projects will house additional vocational programs. The college serves a large proportion of district high school graduates and is increasing its programs in Grays Harbor and Pacific Counties.

Level of Service

Estimated 1968 Population: 74,100
1968 Annual Average FTEs: 1,184
Level of Service (ratio of FTEs to population): 1.60%
system average level of service: 1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	955	995	947	.8%
Occupational	109	130	235	115.6%
Adult/Community Service	2	4	2	—%
TOTAL	1,066	1,129	1,184	11.1%

District #3

Olympic College

The district covers Kitsap and Mason Counties; the college is located in Bremerton and was established in 1946. It now has some 200,000 square feet of facilities on an 18-acre campus. Recent facilities include a major fine arts complex and a technical education building. Olympic College once served many students from the Seattle and Tacoma areas; its programs are now expanding in specialized areas and extensive off-site instruction is provided at the military and shipyard installations and throughout Kitsap and Mason Counties.

Level of Service

Estimated 1968 Population:	123,350
1968 Annual Average FTEs:	2,144
Level of Service (ratio of FTEs to population):	1.74%
system average level of service:	1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	1,938	1,642	1,599	–17.5%
Occupational	388	536	540	39.2%
Adult/Community Service	4	—	5	—%
TOTAL	2,330	2,178	2,144	–8.0%

District #4

Skagit Valley College

The district covers Skagit, San Juan and Island Counties. Skagit Valley College started in 1926 and now occupies a 10-year-old campus of 85 acres in Mount Vernon. It serves an above-average ratio of students to population. The college provides extension services at Oak Harbor on Whidbey Island. Current and planned capital projects will increase the Skagit Valley College capacity to offer vocational education and to develop off-site programs.

Level of Service

Estimated 1968 Population:	80,050
1968 Annual Average FTEs:	1,438
Level of Service (ratio of FTEs to population):	1.80%
system average level of service:	1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	983	977	1,006	2.3%
Occupational	322	405	421	30.7%
Adult/Community Service	13	24	11	–15.4%
TOTAL	1,318	1,406	1,438	9.1%

District #5

Edmonds Community College—
Everett Community College

The district includes all of Snohomish County except that portion of its southwest corner located in the Northshore common school district. Everett Community College started in 1941 and occupies a 30-acre site with approximately 150,000 square feet of facilities; in the past the college has enrolled more than 3,000 FTEs, requiring intensive use of existing buildings. Edmonds Community College was authorized by the 1965 Legislature and has operated a day program in a high school not yet filled with high school students. A 100-acre site in Lynnwood will contain permanent facilities, some 50,000 square feet to be ready for occupancy in 1970. Some 30,000 square feet of relocatable buildings were used during the 1969-70 school year to house the on-campus program prior to completion of permanent structures.

Level of Service

Estimated 1968 Population: 258,700
1968 Annual Average FTEs: 3,089
Level of Service (ratio of FTEs to population): 1.19%
system average level of service: 1.30%

Enrollment Trends

Annual Average FTEs	*1966**	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	2,484	2,393	2,254	–9.3%
Occupational	351	665	795	126.5%
Adult/Community Service	25	34	40	60.0%
TOTAL	2,860	3,089	3,089	8.0%

**Everett Community College only*

District #6

Seattle Central Community College
North Seattle Community College
South Seattle Community College

The district includes the Seattle common school district and Vashon Island. Starting in 1966 as Seattle Community College, the District 6 educational program has grown in spite of makeshift and scattered facilities. Three major campuses are now planned: North Seattle was occupied in Fall 1970; South Seattle had several occupational programs operating by Fall 1970; and planning and design are underway for Seattle Central, which will include the former Edison North Technical Building. Programs were started in the north and south Seattle areas in 1969 to evolve into permanently-housed programs.

Level of Service

Estimated 1968 Population: 587,000
1968 Annual Average FTEs: 5,566
Level of Service (ratio of FTEs to population): .95%
system average level of service: 1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	751	1,255	1,517	102.0%
Occupational	2,680	3,554	3,434	28.1%
Adult/Community Service	32	746	615	1,821.9%
TOTAL	3,463	5,555	5,566	60.7%

District #7

Shoreline Community College

The district lies in the northwest corner of King County and includes a small portion of Snohomish County; it is comprised of Shoreline and Northshore common school districts. Starting in 1964, Shoreline has grown rapidly in its short history on its present site south of Richmond Beach which contains 190,000 square feet of facilities on 80 acres. Current projects include the first physical education facilities for the campus and a major expansion of occupational training space. Although its district is not large, enrollment growth has been augmented by students from unserved portions of the surrounding metropolitan area. This growth should level off as Edmonds and North Seattle campuses develop.

Level of Service

Estimated 1968 Population:	95,000
1968 Annual Average FTEs:	3,444
Level of Service (ratio of FTEs to population):	3.63%
system average level of service:	1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	1,263	2,170	2,847	125.4%
Occupational	56	293	567	1,012.5%
Adult/Community Service	24	1	30	25.0%
TOTAL	1,343	2,464	3,444	156.4%

District #8

Bellevue Community College

The district covers the north central and northeastern portions of King County. Starting in 1966 with an evening program, Bellevue Community College initiated its daytime instruction in September 1969 by occupying Phase I of its permanent facilities on the 96-acre campus near Eastgate. Additional facilities are being designed to provide physical education and additional occupational programs. In the rapidly-growing Eastside area, substantial increases of educational service will be needed. Bellevue Community College is reviewing the district's requirements for additional locations and is actively cooperating with school and municipal agencies to coordinate the provision of services and the development of joint use facilities.

Level of Service

Estimated 1968 Population:	165,100
1968 Annual Average FTEs:	1,361
Level of Service (ratio of FTEs to population):	.82%
system average level of service:	1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	540	728	811	50.1%
Occupational	38	269	406	968.4%
Adult/Community Service	1	70	144	14,300.0%
TOTAL	579	1,067	1,361	135.1%

District #9

Highline Community College

The district includes the common school districts of Highline, Federal Way and South Central in southwestern King County. Highline occupies an 80-acre site and some 200,000 square feet of facilities. Current capital projects are minor additions to relatively adequate facilities, but additional facilities will be necessary to handle continued growth. An off-site facility is used for instruction in the diving program, and extensive community activity is housed on the campus. Programs are offered in public facilities throughout the district.

Level of Service

Estimated 1968 Population: 145,000
1968 Annual Average FTEs: 3,029
Level of Service (ratio of FTEs to population): 2.09%
system average level of service: 1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	1,753	2,292	2,550	45.5%
Occupational	190	355	411	116.3%
Adult/Community Service	8	41	68	750.0%
TOTAL	1,951	2,687	3,029	55.2%

District #10

Green River Community College

The district covers southcentral and southeastern King County. Green River Community College is located on a 160-acre campus in Auburn and is housed in some 150,000 square feet of facilities. Continued growth has put great pressure on existing instructional and support space; substantial increments of space are currently under design. Additional facilities are being planned, for both the Auburn campus and for a branch location in the Renton area. Green River Community College has maintained a well-balanced mix of educational services, and provides many off-campus programs.

Level of Service

Estimated 1968 Population: 121,150
1968 Annual Average FTEs: 2,393
Level of Service (ratio of FTEs to population): 1.98%
system average level of service: 1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	942	1,261	1,529	62.3%
Occupational	456	601	855	87.5%
Adult/Community Service	64	4	9	–86.0%
TOTAL	1,462	1,866	2,393	63.7%

District #11

Fort Steilacoom Community College

The district includes all of Pierce County except Tacoma and the Peninsula area. In 1965 the Clover Park School District was authorized to start a community college. Under District #11, the name of the college has changed to Fort Steilacoom and an afternoon-evening program was begun in a high school. On the new 131-acre site near Western State Hospital, Fort Steilacoom began day programs in Fall 1970 in relocatables. A campus is being planned for joint use with a park being developed on the same site by the Pierce County Park Board. With Phases I and II currently in design, Fort Steilacoom Community College is looking to the needs of its district with off-site programs at military bases, state institutions, and school facilities. Occupational training in this area has been provided primarily by the Clover Park Vocational Technical Institute. Review of district requirements may indicate a need for an east-county branch before 1975.

Level of Service

Estimated 1968 Population: 219,300
1968 Annual Average FTEs: 936
Level of Service (ratio of FTEs to population): .43%
system average level of service: 1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	—	720	829	15.1%
Occupational	—	58	92	58.6%
Adult/Community Service	—	25	15	–48.0%
TOTAL	—	803	936	16.6%

District #12

Centralia College

The district includes Lewis and Thurston Counties. Centralia is the state's oldest community college, having been established in 1925. The very small campus of 5.5 acres contains some 70,000 square feet of facilities. The district has agreed with the Olympia School District to operate Olympia Vocational Technical Institute for the 1970-71 school year. A 48.5 acre site has been purchased and relocatable buildings obtained in anticipation that the arrangement will become permanent. The Centralia campus will develop more adequate instructional facilities as it is augmented by the purchase of the adjoining high school site.

Level of Service

Estimated 1968 Population: 115,900
1968 Annual Average FTEs: 1,277
Level of Service (ratio of FTEs to population): 1.10%
system average level of service: 1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	923	911	996	7.9%
Occupational	142	215	267	88.0%
Adult/Community Service	13	15	14	7.6%
TOTAL	1,078	1,140	1,277	18.5%

District #13

Lower Columbia College

The district covers Cowlitz and Wahkiakum Counties. Lower Columbia College was started in 1934 by a group of Longview citizens. It now has a 24-acre campus and some 130,000 square feet of facilities; a swimming pool and other facilities are used by the college but owned by the adjacent high school. Substantial increments of instructional space are currently being designed for the science and occupational program areas.

Level of Service

Estimated 1968 Population: 73,850
1968 Annual Average FTEs: 1,175
Level of Service (ratio of FTEs to population): 1.59%
system average level of service: 1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	748	775	832	11.2%
Occupational	282	289	331	17.4%
Adult/Community Service	10	15	12	20.0%
TOTAL	1,039	1,079	1,175	13.1%

District #14

Clark College

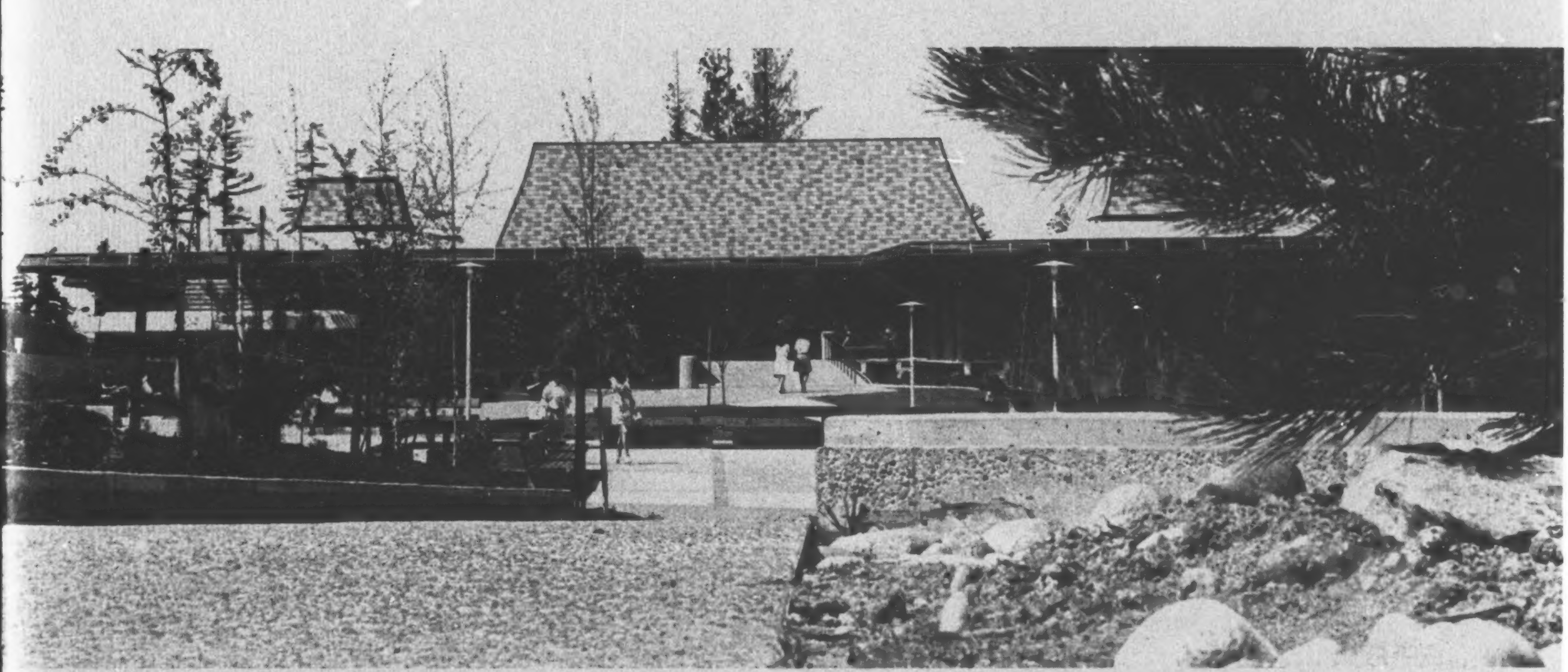
The district includes Clark, Skamania and the western portion of Klickitat Counties. Clark College started in 1933; it is now located on a 53-acre site in Vancouver with some 300,000 square feet of facilities. With adequate capacity for anticipated on-campus growth in the next few years, Clark is concentrating on serving Skamania and Klickitat County communities through increased emphasis on extension programs offered off-site.

Level of Service

Estimated 1968 Population: 134,450
1968 Annual Average FTEs: 2,064
Level of Service (ratio of FTEs to population): 1.54%
system average level of service: 1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	1,471	1,406	1,474	0.2%
Occupational	522	575	574	10.0%
Adult/Community Service	4	1	17	325.0%
TOTAL	1,997	1,982	2,064	3.4%



District #15

Wenatchee Valley College

The district covers north central Washington—Chelan, Douglas and Okanogan Counties. First established in 1939, Wenatchee Valley College now operates on a 47-acre campus in Wenatchee with almost 150,000 square feet of facilities. Recent acquisition of occupational program space has increased the college's capacity for vocational training. Service to outlying portions of the three-county district will be enhanced through educational programs and media now being planned for development in an expanded learning resources center which is currently under design.

Level of Service

Estimated 1968 Population:	88,500
1968 Annual Average FTEs:	1,244
Level of Service (ratio of FTEs to population):	1.41%
system average level of service:	1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	1,038	988	1,038	0%
Occupational	101	142	195	93.1%
Adult/Community Service	5	7	12	140.0%
TOTAL	1,144	1,137	1,244	8.7%

District #16

Yakima Valley College

The district covers Kittitas, Yakima and the eastern portion of Klickitat counties. Yakima Valley College opened in 1928 and in 1949 moved to its present 24-acre site in Yakima. The college also has the use of an adjoining 20-acre park. Current capital projects include site acquisition, improvements to existing facilities and the addition of occupational training space. Planning is being done on the use and development of a Lower Valley branch campus; a 320-acre site has been donated for community college use in the Grandview-Sunnyside area.

Level of Service

Estimated 1968 Population:	184,850
1968 Annual Average FTEs:	2,313
Level of Service (ratio of FTEs to population):	1.25%
system average level of service:	1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	1,903	1,955	1,961	3.1%
Occupational	239	304	319	33.5%
Adult/Community Service	17	30	32	88.2%
TOTAL	2,159	2,289	2,313	7.1%

District #17

Spokane Community College
Spokane Falls Community College

The largest district in the state, #17 covers most of Lincoln County and all of Ferry, Stevens, Pend Oreille, Spokane, and Whitman Counties. District 17 has two major locations. Spokane Falls Community College contains 175,000 square feet of new facilities, largely academic. Spokane Community College is the former vocational school, 180,000 square feet of space primarily devoted to occupational programs. A major goal of the district is to develop a balanced campus at Spokane Community College by providing academic and support facilities which are now totally lacking. Current capital projects include additional social science, fine arts and physical education facilities at Spokane Falls Community College. Land is being acquired to allow this expansion at Spokane Community College. Present acreage is approximately 15 at Spokane and 110 at Spokane Falls.

Level of Service

Estimated 1968 Population: 356,800
1968 Annual Average FTEs: 4,409
Level of Service (ratio of FTEs to population): 1.24%
system average level of service: 1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	1,309	1,751	1,986	51.7%
Occupational	939	1,784	2,247	139.3%
Adult/Community Service	—	84	176	— %
TOTAL	2,248	3,619	4,409	96.1%

District #18

Big Bend Community College

The district includes Adams, Grant and the southwestern portion of Lincoln Counties. Big Bend Community College has two locations, the 114-acre south campus in Moses Lake and a 154-acre portion of the former Larson Air Force Base 8 miles to the north. The facilities on the south campus include 69,000 square feet housing the academic program. The Larson campus houses most of the college's occupational program. Based on the long-range development of district educational and service programs, it now appears that a consolidation to the Larson campus will best serve college and community interests. Plans are being developed for the consolidation and remodeling of existing facilities on the air base site; the south campus is needed by the local school district for expansion of its K-12 facilities.

Level of Service

Estimated 1968 Population: 58,050
1968 Annual Average FTEs: 824
Level of Service (ratio of FTEs to population): 1.42%
system average level of service: 1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	544	579	601	10.5%
Occupational	160	218	212	32.5%
Adult/Community Service	—	3	11	— %
TOTAL	704	800	824	17.0%

District #19

Columbia Basin College

The district covers Benton and Franklin Counties. Established in 1955, Columbia Basin College now occupies a 158-acre campus in Pasco. Facilities totaling less than 150,000 square feet have proved inadequate for growing enrollments, especially in occupational programs. Current capital projects will provide additional space in vocational, performing arts and physical education areas. The district population is concentrated within the Tri-Cities, allowing the present campus to serve well the commuting-student needs of the Benton-Franklin area.

Level of Service

Estimated 1968 Population:	100,350
1968 Annual Average FTEs:	1,926
Level of Service (ratio of FTEs to population):	1.92%
system average level of service:	1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	1,246	1,250	1,316	5.6%
Occupational	493	484	609	23.5%
Adult/Community Service	—	1	1	— %
TOTAL	1,739	1,735	1,926	10.8%

District #20

Walla Walla Community College

The district covers the southeastern corner of Washington—Asotin, Columbia, Garfield, and Walla Walla Counties. The college began operations in 1967, occupying the former city high school, some 161,000 square feet of high school facilities vacated by the local school board, on a 6.1-acre site. Although sparsely-populated District #20 will never generate a large community college enrollment, the 820 FTEs in 1968 will increase to over 1,000 by 1975 and cannot be housed in the present quarters. A new campus site in Walla Walla has been purchased and facilities are now being planned for use in Fall 1972. The new facilities will be designed to accommodate modern educational methods and techniques.

Level of Service

Estimated 1968 Population:	69,750
1968 Average Annual FTEs:	820
Level of Service (ratio of FTEs to population):	1.18%
system average level of service:	1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1967 to 1968*
Academic	—	274	499	82.1%
Occupational	—	228	308	35.1%
Adult/Community Service	—	5	13	160.0%
TOTAL	—	508	820	61.4%

District #21

Whatcom Community College

The district is Whatcom County. Community College District #21 was established without a community college. The board of trustees intends to provide educational services, without establishing a campus, by contracting with other educational agencies for the provision of both programs and facilities as required. Services began during 1970.

Level of Service

Estimated 1968 Population: 82,850
1968 Annual Average FTEs: —
Level of Service (ratio of FTEs to population): —

Enrollment Trends

No Enrollment

District #22

Tacoma Community College

The district includes the Tacoma and Peninsula common school districts of Pierce County. Tacoma Community College is housed on a 150-acre site in some 180,000 square feet of facilities. Its program has been shaped in part by the availability of vocational education from the Bates Vocational Technical Institute. Extension programs are provided in cooperation with local schools and plans are being made for the establishment of a city-center branch. The college is cooperating with Pacific Lutheran University and University of Puget Sound in the analysis of the city's educational needs. Current and planned capital projects are primarily for support facilities.

Level of Service

Estimated 1968 Population: 172,550
1968 Annual Average FTEs: 2,588
Level of Service (ratio of FTEs to population): 1.50%
system average level of service: 1.30%

Enrollment Trends

Annual Average FTEs	*1966*	*1967*	*1968*	*Growth: 1966 to 1968*
Academic	1,376	2,057	2,527	83.6%
Occupational	—	4	—	— %
Adult/Community Service	—	—	61	— %
TOTAL	1,376	2,061	2,588	88.1%